

A PROPOSED PLAN FOR FURTHER DEVELOPING THE EXTENSION SERVICE
IN THE U.A.R.

by *MS*

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TO THOSE WHO ARE STRUGGLING FOR THEIR
RIGHTS AND INDEPENDENCE ... TO THE ARABS
THIS WORK IS DEDICATED

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CHAPTER 1

INTRODUCTION

The Researcher and Writer of This Report

The researcher and writer of this report was a native of the United Arab Republic. In 1963 he was awarded the B.Sc. in Agricultural Economics and was appointed as extension worker in the Ministry of Local Administration. In 1964 he was transferred to work as instructor in the Agricultural Economics Departments in Alexandria, and then Cairo Universities.

The introductory remarks in this report are based upon the prior personal, educational, and professional experiences of the writer, which were blended with library research to form these introductory remarks.

Historical Background

The men of the Nile of 6,000 years before this study learned to irrigate their fields; to construct buildings, to grow crops, and to reduce copper ore to copper metal. The Egyptian calendar established about 4200 B.C. is said by James H. Breasted, the historian to be the first dated event in history.¹ Sometimes it has been referred as the "Cradle of Civilization". The wealth

¹Roy W. Roberts. Vocational and Practical Arts Education, History, Development, and Principles (second edition). New York, Evanston, and London: Harper and Row Publishers, 1965, pp. 32-33.

of Egypt's history and great physical remains have told how highly developed was the culture of the ancient Egyptians.

Invasions and darkness followed this era, under Persian rule in 525 B.C., Macedonian, Roman and Greek dominations, European (Crusade), attacks of Tartars, of Mamluke, of Attmanth in 1517, French campaign in 1798 by Napoleon Bonaparte, by Britain in 1807. Then came the reign of Mohamed Ali from 1805 to 1849. If there was any development in this period in land tenure, irrigation, planting long-staple cotton, communication, trade and industry, it was not for the benefit of the Egyptians but for Mohamed Ali and his family. In that time also, Egypt faced domination by world powers, and the international financial monopolies.² The result was the digging of the Suez Canal and the transformation of Egypt's land to provide the Lancashire textile factories in England with cotton.

For more than twenty-five centuries, Egypt was never ruled by the Egyptians. The result of all this was to greatly weaken individualistic feeling and completely to suppress the spirit of municipal enterprise.

During this long period of foreign domination and influence, very little was done to improve conditions of living in the rural areas. It was estimated by Issawi in 1950 that fifty-five percent of the population suffered from bilharzia, "a disease caused by trematode worms which destroy blood vessels", and fifteen percent

²Ibid, p. 21.

from malaria. These diseases were brought about by perennial irrigation and inadequate drainage, and affected mainly the rural people.³

As a result of the recent relative progress achieved just prior to this study in preventive as well as clinical medicine, the propagation of methods of hygiene, the extension of free medical service to poorer classes of people, and the success of international cooperation in fighting epidemics, the death rate has declined, especially among infants and children. At the same time the birth rate has remained high, and this has led to serious problems in Egypt. In 1965 the growth rate was 2.9 percent, and the population was about 31 million.⁴ Studies of population predicted that the total population would be doubled in twenty-seven years⁵ from the time of the study.

In the Egyptian Census of 1960 about sixty-nine percent (12.6 million of population over ten years old) were illiterate. In the rural area 3.7 million men and 5.3 million women were illiterate.⁶ In the same Census about sixty-five percent of children within

³Ibid, p. 92.

⁴U.A.R., Statistical Pocket Book 1952-1965. Administration of Public Mobilization, Cairo, U.A.R. (March 1966), p. 18.

⁵The Population Trends in the U.A.R. The Central Committee of Statistics, Cairo, U.A.R. (1962), p. 69.

⁶Charles Issawi, Egypt in Revolution, An Economic Analysis, London, New York, Toronto, Oxford University Press (1963), p. 92.

compulsory school age were enrolled in primary schools. This was better than in 1950 when forty-five percent had been enrolled.⁷

Unemployment and disguised unemployment were mostly found in rural areas. Estimation of manpower, labor force and unemployment by the Central Committee for planning showed that there were in 1968, "19.7 million as manpower, 9.4 million as labor force and 3.8 million unemployed."⁸ Most of the unemployment number resulted from the excess of labor on farms. In the Egyptian Census of 1960 the percentage of rural population was sixty-two percent or about sixteen million people, while the cultivated area was about six million acres.⁹

Although this introduction was written for the purpose of explaining the reasons and symptoms of underdevelopment that prevailed in the U.A.R., especially in the rural areas, it also was designed to explain why the subject of developing and planning the Extension Service was so vital and important in the U.A.R. Also these significant facts emphasized that the U.A.R. was in need of a definite plan by which she could develop and make up for time lost, without any significant improvement for the Egyptian fellah.

⁷Ibid., p. 93.

⁸The Egyptian Association for Population Studies, The Basis of Population Policies (Institution of the Arabic Book in Cairo, 1964), pp. 30-44.

⁹U.A.R. Statistical Pocket Book 1952-1965, Administration of Public Mobilization, Cairo, U.A.R., March 1966, pp. 15-54.

Extension Service and Similar Activities
in the U.A.R.

Three kinds of agencies were carrying on the Extension Service and similar activities in the U.A.R. prior to the study.

The first, from the point of view of the nature of the work was the Extension Guidance "Irshad" of the Ministry of Agriculture founded in 1944. The legislation upon which the Extension Guidance was based was the ministerial decree number 1190 enacted November 5, 1953, entitled "Establishing a special section for Agricultural Extension Guidance". This special section was in the Ministry of Agriculture and attached to the Agricultural Inspection Service. The above mentioned decree provided for the following:

1. to reach every individual in the countryside.
2. to assist the farmer in a desire to improve his standard of living.
3. The service must be of a regional character suitable to the needs of the agricultural regions.
4. Extension workers must be moved by the spirit of working for the public interest.
5. Extension workers must have knowledge and experience in the conditions and problems of the region.
6. Extension workers must keep in touch with scientists and researchers in order to convey the results of agricultural research and studies to the farmers.¹⁰

¹⁰Foreign Educational Branch, Extension Research and Training Division, Federal Extension Service, United States Department of Agriculture, Extension Legislation, (International Development, Department of State, Washington, D.C., February 1960), p. 10.

The section of the Agricultural Extension Guidance "Irshad" was administrated at the national level by a director and three assistants; one as supervisor; the second as coordinator; and the third in charge of training the new personnel. The director was responsible for the execution of the extension policies set by the Ministry of Agriculture. In addition there were a number of specialists in plant protection, crops, fruits and vegetables, animal and poultry husbandry, and rural industries.¹¹

At the Governorate level "state level", there was the "Extension Guidance Division" under the Department of Agriculture headed by a supervisor, two assistants and one or two clerks.

At the Markaz "county level" there was the Extension Center headed by an extension worker and two assistants (see Figure 1).

The second agency was the combined units which were formed in 1956.¹² They were based on the idea that all services pertaining to the rural areas must be integrated into a single center. Each of these combined units had the following departments.¹³

1. Department for medical care, preventive medicine and health education.

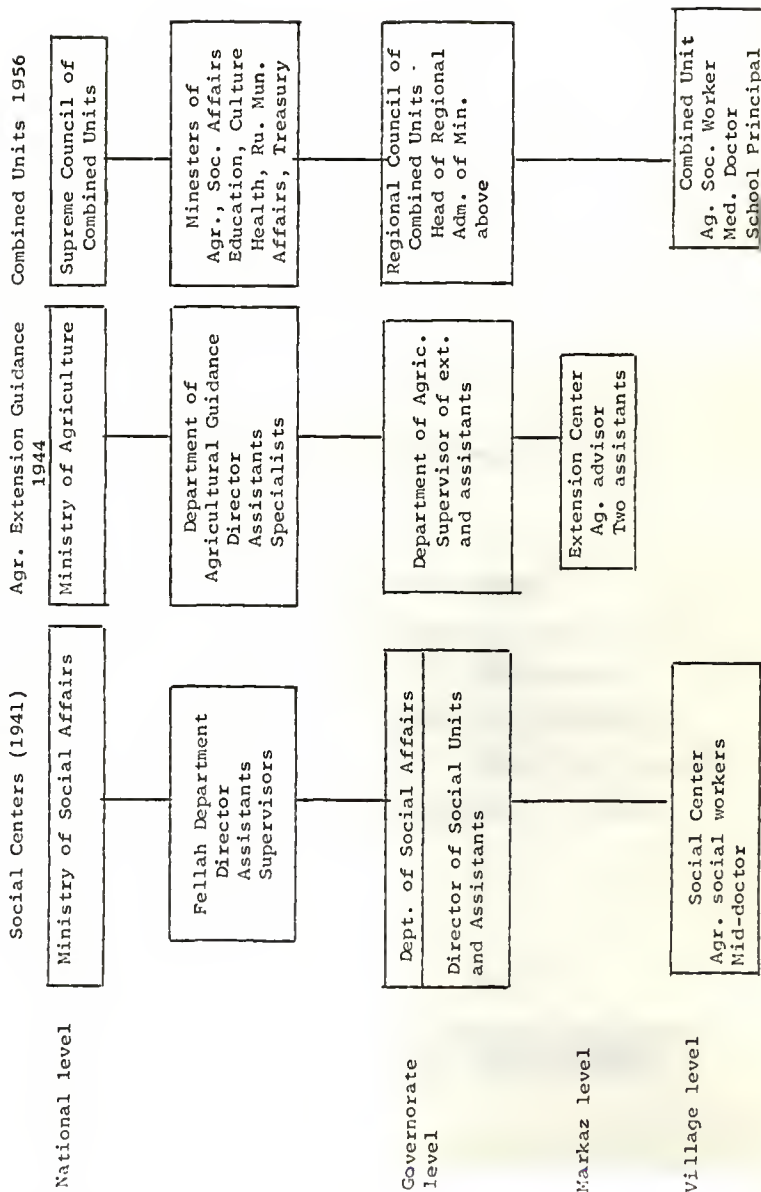
¹¹Ahmed E. ElAdly. An Analysis of Extension Program Building in U.S.A. and Some Suggestions for Improving the Extension Service in Egypt. (Unpublished M.Sc. thesis, Cornell University, Ithaca, 1963), p. 13.

¹²Ibid, p. 14.

¹³Ministry of Social Affairs, Report of the Five-Year Plan for Economic and Social Development, 1960, 61, 1964, 65, Cairo U.A.R.

FIGURE 1

ORGANIZATIONAL STRUCTURE OF THE EXTENSION SERVICE
AND SIMILAR ACTIVITIES IN THE U. A. R. (1967)



2. Department of teaching, at elementary level reading, writing, arithmetic, knitting and hand embroidery.
3. Social Department, training cooperative methods work, marketing, and training for local leaders.
4. Agricultural Department, which included:
 - a. An experiment station to provide farmers with improved varieties of vegetables, fruits and wood trees.
 - b. A small laboratory for manufacturing milk products.
 - c. Providing improved stock of chickens for breeding.
 - d. Providing improved cattle.

These combined units were organized as follows:¹⁴

At the national level, the supreme council of combined units was composed of representatives of the Ministries of Social Affairs, and Labor, Education, Public Health, Rural and Municipal Affairs, Agriculture, Treasury, and National Guidance and Culture, besides the Under Secretary of State for Combined Units Affairs who was acting as secretary to the Council.

¹⁴Ahmed E. El Adly. An Analysis of Extension Program Building in the U.S.A. and Some Suggestions for Improving the Extension Service in Egypt. (Unpublished M.Sc. thesis, Cornell University, Ithaca, 1963), p. 12.

At the Governorate level there was a Regional Council for Combined Units composed of the heads of the Regional Administrations of the above mentioned ministries.

At the village level, the Combined Unit had a board of directors composed of the heads of the various departments, the agricultural specialist, the doctor, and the school principal. Two non-government members of special qualification from among the local people were appointed to the council by a decision of the Regional Council of the Combined Units (see Figure 1).

The last agency was the Social Centers of the Ministry of Social Affairs, founded in 1941.¹⁵ The guiding principles of the Social Centers were:

1. Serve the farmer and the village in economic, social, cultural, and medical affairs at the same time.
2. Encourage the farmer to believe in the advantages of the benevolent societies, and to work cooperatively in finance, management and to share the work improvement to fulfill the goal.
3. Establish widely economical centers.
4. Set up central coordination between the agricultural, social, and health specialists.

¹⁵Ibid., p. 10.

These Social Centers were organized as follows:¹⁶

At the national level in the Ministry of Social Affairs there was the Department of Fellah.

At the governorate level under the Department of Social Affairs, there was the division of Social Centers. The staff of this division consisted of a supervisor, two assistants, one or more clerks, and some other technical staffs. All staff members were responsible for the supervision and assistance of the Social Center staff in their respective governorators.

At the village level there was the Social Center staffed with an agricultural social worker, a medical doctor, a health visitor (female), nurses, laboratory technicians and mid-wives (see Figure 1).

Objectives and Philosophy of the Extension
Service and the Similar Activities in the U.A.R.

In the writer's opinion the fundamental objective of the Extension Service and the Similar Activities was the development of people by raising their standard of living. But in order to achieve this objective everyone of the three agencies had its philosophy and approach.

The Combined Units and the Social Centers were providing social, educational, health, economic, and agricultural services to the rural people through the school, clinic, and demonstration

¹⁶Ibid., pp. 10-11.

farm hoping that this would bring an end to the rural people's problems. The Combined Units and the Social Centers objectives were the following:

1. They were processes designed to create conditions of economic and social progress for the whole community.
2. Their programs had as their main objective to develop more than three thousand village communities in the U.A.R. by methods which would stimulate, encourage, and aid villagers themselves to do much of the work necessary.
3. Their main objective was to help each village in planning and carrying out an integrated multi-phased village plan.

In this way the activities of the Social Centers and the Combined Units had the community development nature rather than the extension service because; 1) they had as their main theme the community needs, not the individual needs; 2) they were involving all aspects of community progress; 3) they were emphasizing cooperation, and 4) they used a direct government approach through a straight line organization, but extension is an educational arm of the government.¹⁷

¹⁷Alexander F. Laidlaw. Training and Extension in the Cooperative Movement, A Guide Line for Field Men and Extension Workers, Agricultural Development, Paper No. 74, (Rome FAO of the U.N., 1962), p. 39.

On the other hand, the Extension Centers of the Ministry of Agriculture were more concerned with disseminating the results of agricultural research, new farm practices and techniques among individual farmers in order to improve their production and increase their income.

In the U.A.R. extension or "Irshad as it is interpreted in Arabic" means guidance.¹⁸ This might reveal the bad notion that the fellah is ignorant and must be guided, and thus the extension program must be proposed, planned, and ordered from the top. This was the first basic defect of the Extension Guidance of the Ministry of Agriculture. The second one was that it was dealing only with agriculture and nothing was done about home economics or the youth activities.

Relationship Between the Agricultural Colleges and
Extension in the U.A.R.

There were five agricultural colleges in the U.A.R. "at the time of the study". The mission of these colleges was the acquisition, transmission, and application of knowledge in the field of agriculture. It was noticed by the writer that although these colleges had much valuable research and information the dissemination of such information to all classes of farmers had lagged.

¹⁸ Ahmed A. El Adly. An Analysis of Extension Program Building in the U.S.A. and Some Suggestions for Improving the Extension Service in Egypt. Unpublished M.Sc. thesis, Cornell University, Ithaca, 1963), pp. 14-18.

This might be attributed to the fact that the extension service was separated organizationally from these Agricultural Colleges.

As repeatedly mentioned earlier, the Agricultural Colleges were conducting many projects of research. Such research without extension tended to be academic, and it served no useful purpose. On the other hand, it was noticed that extension without research could bring about some improvement in the early stages of agricultural development but it did not last long. Thus it was one of the basic assumptions of this study that the research of the agricultural colleges and the extension service must go hand in hand. This assumption was reinforced by at least two other reasons. One reason was that the teaching staff needed an opportunity to familiarize themselves with the realities in the Egyptian rural areas as a basis for effective research and teaching. The other was to give extension work a prestige by the participation of the teaching staff.

Personnel Qualification and Training

The minimum requirement of the extension worker in the U.A.R. at the time of the study, was a Bachelor's degree in Agriculture. Although there were adequate numbers of graduates every year, they were not well trained. This was felt to be due to the fact that training programs had concentrated on agricultural and home economics subjects, and lagged on the social and human relations aspects of the Extension work. Besides, they were lagging in training in extension methods and techniques.

A well-trained, competent staff is essential to successful work in extension. Thus, the training of extension personnel is one of the most important aspects of the extension organization. It should be a continuous process involving all extension personnel periodically or as needed to keep them up to date with technical progress, and to let them be in touch with human problems they face.

Training Programs for Developing Extension Staff

An adequate training program has special characteristics. It should be:¹⁹

1. Official--supported by written administrative policy and procedure;
2. Purposeful--directed toward definite objectives with provision for evaluation;
3. Cooperative--planned by trainer and trainees together;
4. Well-oriented--based on individual needs and allowing for individual differences;
5. Dynamic--directed toward improving the ongoing educational program;
6. Flexible--adapted to change in personnel, and emphasis in program content;

¹⁹Extension Development Around the World. Guidelines for Building Extension Service. U.S.D.A. in cooperation with A.I.D. Department of State, January, 1962, p. 20.

7. Comprehensive--helpful to each staff member in developing personnel satisfaction and improvement of extension functioning;
8. Continuous and long lived--available through the professional life of personnel;
9. Developmental--directed toward answering the maturing needs of individual extension workers;
10. Well organized--planned to achieve continuity, sequences, and integration in experiences of learners;
11. Imaginative--able to use most advanced thinking and to try new approaches.
12. Efficient--capable of using the best natural and human resources; and
13. Scientific--based on scientific information.

The above mentioned characteristics of a well prepared training program are very important in order to achieve the training program purposes.

Areas of Competency

While each extension employee (administrator, supervisor, subject matter specialists and farm advisors) will have special training needs according to his own job requirements, some general information is needed by all in the following areas:²⁰

²⁰Ibid., pp. 20-21.

1. Extension Service--extension objectives, organization and policy, office management, business procedures, personnel responsibilities, qualifications, evaluation at all levels;
2. Human development--developmental process of people, behavior patterns, group dynamic, understandings and skills needed in human relations;
3. Program development--program determination, execution and evaluation. The role of the extension workers, use of lay leaders, and the involvement of people.
4. Educational process--principles of learning, learning processes--how to motivate people--methods and techniques;
5. Social systems--basic reference groups (family, community, mosques) power structure, control group, how to identify local culture, how to identify local leaders;
6. Communication--oral communication (speaking, counseling, face-to-face contacts), written communications, mass media methods; and
7. Research and evaluation--measuring the effectiveness of ongoing programs, value of experimental approaches (pilot projects), methods of measuring program progress and results.

In addition to the above mentioned general information which is needed by all extension workers, special instruction is needed for each segment of the extension staff, these are:

A. For administrators at all levels

1. Role of administrator;
2. Principles of coordination and direction; and
3. Personnel management and development.

B. For supervisors

1. Role of supervisors
2. Personnel selection, interviewing, counseling
3. Job analysis
4. Personnel management, evaluation and training and
5. Program development and supervision.

C. For specialists

1. Role of the specialist
2. Intensive training in the subject matter speciality
3. The specialist function in extension program building
4. Effective techniques in extension teaching
5. Working relationships with other staff and line
members
6. Analyzing and interpreting economic and social data.

D. For farm extension workers (advisors)

1. Training in applied agricultural and home economics
science at a level high enough to merit the confidence of local people and
2. Skills in demonstrating improved farm and home
practices.

Types of Training

There are three principal types of training--preservice, induction and inservice training.

a. Pre-service training

There is a mistaken notion in the U.A.R., that extension work is simple and anyone can undertake it. And most of the extension workers (at the time of the study) have no training in agriculture and home economics nor in extension principles and methods.

Pre-service training is usually defined as in-school study of subject matter, extension principles and methods prior to employment.²¹ It is a long-time program and involves outstanding institutions (the agricultural colleges) of the U.A.R. In this report it is suggested by the writer that the minimum requirement for extension workers is a Bachelor's degree or more from one of the Agricultural Colleges. In planning an effective preservice training program for future extension workers in the U.A.R., the following guidelines may be helpful:

1. A section of Extension Education should be established in every agricultural college.
2. Extension training center has to be established to provide preservice training, if the agricultural colleges are not equipped with Extension Education Sections.

²¹C. W. Chang. Increasing Food Production Through Education Research and Extension. Rome. F.A.O. Basic Study No. 9, 1962, pp. 27-36.

3. Extension courses should be well balanced in theory and practice by providing observations and practical experiences.
4. The Extension Education Section or the Training Center should have a "social laboratory" conducted in its neighborhood for student practice.

b. Inductive training

This is a period of orientation given to a new appointee before assuming active duty. He is given a chance to observe how the extension service is organized in the head office as well as how extension activities is carried out in the field office.

The induction training period is an extremely important time for the new worker. The success that he and others desire during the first period of employment is likely to come only if he understands what is expected of him, feels he is an important part of the extension service, feels secure in his work, and receives deserved recognition. An induction training program may include:

1. Brief orientation at the headquarters office (the governorate office) under the guidance of the supervisor to become acquainted with the organization.
2. Field experience under the direction of experienced workers.
3. Visiting the nearby villages to observe agents as they conduct one or more phases of the extension program. This enables the trainee to see various kinds of programs and the different approaches being used.

4. Study assignments. While learning by doing is the most effective method of training, the combination of studying and doing is valuable;
5. Personal conferences with the supervisor to appraise progress and plan specialized training needed; and
6. A final evaluation session with the supervisor at the end of the induction training to analyze progress, give recognition and plan for any additional training needed.

c. In-service training

The purpose of in-service training is to refresh extension workers at all levels and to keep them up to date in technical agricultural development as well as in extension teaching methods. Thus it is highly important to have a well-planned and organized program for in-service staff training at all levels in the U.A.R. The planning process should identify training needs and procedures such as:

1. Analysis of job,
2. Analysis to determine program emphasis and needed changes
3. Evaluation of performance
4. Survey of individual workers to determine their interests and their ideas of their own training needs; and
5. Problem-orientation of training

In-service training can be taken in various ways. One is on the job training provided by supervisors or subject matter specialists during their field visits. Another way is to hold group meetings in the form of conferences, workshops or seminars for a few days or even one or two weeks. Such group meetings should be held as frequently as possible, so that new ideas and new techniques can be adopted into the service.²²

In-service training should be continuous throughout the period of employment, but spaced according to needs as workers mature on the job.

Statement of the Problem

The purposes of this study were as follows:

1. To develop a plan designed to improve and explain the philosophy, the scope and the responsibilities of the Extension Service in the U.A.R.
2. To develop a plan designed to improve the administrative organization of the Extension Service in the U.A.R.
3. To develop a plan designed to improve the coordination and cooperation between the Extension Service and the Agricultural Colleges of the U.A.R.
4. To test the plan by sending an opinionnaire enclosed with the plan to a group of experts in the extension

²²C. W. Chang. Extension Education for Agricultural and Rural Development. Bangkok, Thailand. Food and Agriculture Organization of the United Nations, March 1963, p. 145.

field in the U.A.R. and the U.S.A., who have experience in extension work in the U.A.R. or similar countries.

5. To send the results of the study to the U.A.R. officials so that they may adopt the plan or study it further.

Limitations

The scope of the study was limited to:

1. The extension service which is provided to the rural people of the U.A.R.
2. The Extension Service which is provided by the Agricultural Extension Guidance "Irshad" of the Ministry of Agriculture in the U.A.R.

The opinionnaire was given to the group of experts in the Agricultural Extension field in the U.A.R. and the U.S.A., who were available at the time of the study.

Definition of Terms

Certain terms were selected for special definition as they applied to the study. The definitions used may or may not be those of common usage. The key terms used in this study were defined in the following way:

1. Extension Service. An informal educational system and not formal educational programs. Extension does not ordinarily have classrooms nor it does have prescribed courses of study. Its curriculum is based on the needs

of the people. Extension students are rural or village people. Its goal is to help these people attain a more satisfying farm, home and community life.

Through extension, people learn new scientific facts in agriculture and homemaking. They learn how to apply these facts to improve their farms and homes.

2. Irshad Zeraie. The agricultural extension guidance of the Ministry of Agriculture in the U.A.R.
3. Organization. A pattern of ways in which a large number of people, too many to have intimate face-to-face contact with all others and engaged in a complexity of tasks, relate themselves to each other in a conscious systematic establishment and accomplishment of mutually agreed purpose.²³
4. Administration. The art of guiding, coordinating and integrating policies established for any organizational unit to effectively and efficiently achieve the purpose of the organization.²⁴

²³ John M. Piffner and Frank P. Sherwood, Administrative Organization. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1960), p. 30.

²⁴ Extension Development Around the World, Guide Line for Building Extension Organization and Programs, I.E.S. U.S.D.A. in cooperation with APD (USDS, 1962), p. 2.

5. Role. Refers to a set of expectations applied to an incumbent of a particular position.²⁵
6. Fellah. The Egyptian peasant.

Design and Procedure

This study was designed to propose a plan for further developing the Extension Service in the U.A.R. It had two phases.

The first phase was to describe the extension situation at the time of the study, to attempt to identify the basic defects, and to design a proposed plan for further developing the Extension Service in the U.A.R.

The second phase was to test the above mentioned proposed plan to a group of experts in the field of the Extension Service in the U.A.R. and the U.S.A., who were available at the time of the study. Everyone completed the opinionnaire individually and mailed it to the writer.

Selection of Respondents

The respondents of this study included twenty-five extension experts who had five years or more of experience as extension agents, or who had a Ph.D. in Extension Education or a related field. They were divided into:

²⁵Neal Gross, Ward S. Masson, and Alexander W. McEachern, Exploration in Role Analysis: Studies of School Superintendency Role. (New York, John Wiley and Son, Inc., 1953), p. 67.

1. A group of faculty members in the agricultural colleges and in the Ministry of Agriculture in the U.A.R.
2. A group of faculty members in the American Universities and in some other agencies in the U.S.A. and some other countries.

Opinionnaire Design

An opinionnaire was developed and was in two sections. The first section included questions planned to obtain information about the respondents, including their positions held, their length of tenure in the Extension Service or a related field, their subject matter area, and their level of formal education. The second section included questions planned to obtain the respondents' opinions about every part in the proposed plan.

Source of Information and Data

The following resources were used in developing this study.

1. Available literature on extension organization, administration and scope in the U.A.R. and the U.S.A. This included books, extension publications, bulletins, reports and other printed materials.
2. An opinionnaire examining the extent to which the proposed plan was applied and suitable in developing the Extension Service in the U.A.R..
3. Course work in Kansas State University.

4. Official reports and letters concerning the Extension Service in the U.A.R., plus personal experiences of the writer of this report with the various agencies serving the agricultural extension service in his home country.

CHAPTER II

REVIEW OF SELECTED LITERATURE

This chapter presents a summary of selected investigation and literature related to the scope, responsibilities, and the administrative organization of the Extension Service, and to the Extension Service in the U.A.R. Various books, reports and studies were reviewed for the purpose of providing a background for conducting this study.

1. Objectives, Scope and Responsibilities of Extension

Kelsey and Hearne defined objectives as expressions of the ends toward which our efforts are directed.¹ They stated that the fundamental objective of the extension service is the development of the people.² At the Administration workshop held in Wisconsin (November 1946), the following statement was adopted.

The ultimate objective towards which Extension work is directed is more fruitful lives and better living for all people. Efforts of the Extension Service to attain this objective include:

1. Improvement of the economic, social and spiritual well being of the farm family.
2. Improvement of farm income through the application of science and farm mechanization.

¹Lincoln D. Kelsey and Cannon C. Hearne. Cooperative Extension Work. Ithaca, New York: Comstock Publishing Associates, 1963, p.117.

²Ibid., p. 1.

3. Encouragement of people to be wiser consumers.
4. Improvement of health through better nutrition and more adequate health facilities and services.
5. Improvement of family living through better housing, rural electrification and more adequate labor-saving equipment.
6. Improvement of educational and recreational facilities for the home and the community.
7. Development of a better understanding of and more effective participation in community, state, national and international affairs to the end that constructive policies may be determined.
8. Improvement of the conservation of resources so that future generations also may have a good living and the general welfare be thereby safeguarded.³

Seaman A. Knapp, founder of the present system of extension work in the U.S.A. said that the purpose of Extension is "to adjust agriculture and place it upon a basis of greater profit, to reconstruct the rural home, and to give country life an attraction, a dignity, and a potential influence it has never received."⁴

In "the Cooperative Extension Service Today--A Statement of Scope and Responsibility, April, 1958", the following general objective was given:

³Ibid., pp. 124-125.

⁴Curtis Trent. Outline of the Objectives, Development and Philosophy of the Cooperative Extension Service, Induction Training Unit 1 Orientation, Kansas Extension Service, K.S.U.) p. 2.

"It is education directed to helping people solve the various problems which they encounter from day to day in agriculture, home economics and related subjects".

In performing this function, the Extension Service has always held high those objectives which help people attain

°Greater ability in maintaining more efficient farms and better homes.

°Greater ability in acquiring high incomes and levels of living on a continuing basis;

°Increased competency and willingness, by both adults and youth, to assume leadership and citizenship responsibilities.

°Increased ability and willingness to undertake organized group action when such will contribute effectively to improving their welfare.⁵

Philosophy has been defined as "a body of principles underlying a human activity", and thus the Extension Philosophy was defined as "an expression of the ideals (principles), purposes and aims of the Cooperative Extension Service. It serves to inspire and guide those who engage in the work, both professional and lay people."⁶

⁵The Cooperative Extension Service--Today, A Statement of Scope and Responsibility. 1957 Extension Committee on Organization and Policy, April, 1958, p. 3.

⁶Curtis Trent. Outline of the Objectives, Development and Philosophy of the Cooperative Extension Service, Kansas Extension Service, Kansas State University, p. 10.

In Iowa the philosophy of Extension was expressed as follows:⁷

The philosophy of the Cooperative Extension Service assumed from the beginning that people must be reached where they are, that is, at their present background of education and level of interest and understanding. It also assumed that the aims and objectives are not to be fixed and unchangeable. They must be modified on the basis of individual and social needs. "It is the function of the Extension Service to teach people to determine their own needs and the solution of their own problems, to help them acquire knowledge and to inspire them to action." The basic philosophy of Extension education is to teach people "how" to think not "what" to think.

Sanders set three standpoints to view the scope of the Cooperative Extension Service: the people to be served, the subject matter to be included in the work, and the methods to be used. The Smith-Lever Act as amended specifically mentioned all three.

People to be served. Section 1 states: "... among the people of the United States..." Section 2: "... to persons not attending or resident in said colleges.

Subject matter to be included in the program "... on subjects relating to agriculture and home economics ..."

Methods to be used "... through demonstrations, publications and otherwise ..."⁸

As stated in the preceding pages, extension is concerned with both farm and home improvement, and is directed toward all

⁷The Philosophy of Iowa Cooperative Extension Education, Agricultural Extension Service (processed) ST-150R (Ames, Iowa, 1953-1962).

⁸U. C. Sanders, M. B. Arbour, T. Bourg, R. C. Clark, F. P. Frutchey and J. H. Jones (ed). The Cooperative Extension Service. Englewood Cliffs, New Jersey. Prentice-Hall, Inc., 1966, p. 29.

members of the family. This notion was also stated by Chang. He stated that the scope of Extension should include: Farm business improvement, home improvement and rural youth training.

Farm Business Improvement. He said

"In most countries, extension work invariably began with the distribution of improved seeds, the use of fertilizers, and the application of pest control measures, ... In time other production factors such as the introduction of improved farm implements and the adoption of improved cultural methods were brought in".

Eventually, extension work will include the field of agricultural business.

Home Improvements. Chang said,

"Farming is the principal way of life in most developing countries, where farms are generally small. Housewives not only look after household affairs, but also work on the farms. If they are trained, the farm and home as a unit greatly benefit."

Home improvement usually begins with projects important economically, such as the improvements of kitchens, the introduction of home gardens, and the keeping of poultry.

Rural Youth Training. He said,

"Training for rural boys and girls between the ages of 10-20, either in or out of school is of great importance ... Youth work is often started by agricultural extension field workers, with the assistants of appropriately trained volunteer local leaders."⁹

⁹C. W. Chang. Increasing Food Production Through Education, Research, and Extension, F.F.H.C. Basic Study No. 9. Food and Agriculture Organization of the United Nations, Rome 1962, pp. 10-11.

"In the Cooperative Extension Service ... Today, A Statement of Scope and Responsibility", the following areas of program emphasis were given.¹⁰

1. Efficiency in agricultural production.
2. Efficiency in marketing, distribution and utilization.
3. Conservation, development and use of natural resources.
4. Management on the farm and in the home.
5. Family living.
6. Youth development.
7. Leadership development.
8. Community improvement and resource development.
9. Public affairs.

II. Administration and Organization

The term organization is defined by Pfiffner and Sherwood as "the pattern of ways in which a large number of people, too many to have intimate face-to-face contact with all others, and engaged in a complexity of tasks, relate themselves to each other in the conscious, systematic estimation and accomplishment of mutually agreed purposes."¹¹

¹⁰John M. Pfiffner and Frank P. Sherwood, Administrative Organization. Englewood Cliffs, New Jersey. Prentice-Hall, Inc., 1960, p. 30.

¹¹Robert C. Clark, Roland H. Abraham (eds.). Administration in Extension. National Agricultural Extension Center for Advanced Study, University of Wisconsin, 1959, pp. 78-79

The above mentioned definitions emphasize the important points that organization is the medium through which people work as a group as effectively as each would work alone. They also emphasize that the common goal must be known, and all of the members of the organization have to work cooperatively, systematically and consciously to accomplish this goal.

Administration is defined by William H. Hewman as: "The guidance, leadership and control of the efforts of a group of individuals toward some common goal."¹²

It is also defined as "the art of guiding, coordinating, and integrating policies established for any organizational unit to effectively and efficiently achieve the purposes of the organization."¹³ Administration has two phases.

1. Structural, involving division into units of operation and areas of responsibility, assignment of duties, and definition of working relations; and
2. Functional, including policy determination, direction, and leadership required in carrying out operations.

The goal of administrative leadership is to provide conditions which will permit all personnel to work at maximum efficiency.¹⁴

¹²William H. Hewman. Administrative Action--The Techniques of Organization and Management. Prentice-Hall, Inc., New York, 1955, p. 1.

¹³Extension Development Around the World, Guide Line for Building Extension Organization and Programs, F.E.S., U.S.D.A. in cooperation with AID: USDA, 1962, p. 2.

¹⁴Ibid., p. 2.

The FAO extension survey report, listed the following three different types of extension organization, as currently practiced in Asian countries.

1. A divided type, in which each technical department has its own extension service. As a result, the same farmer may be visited several times during the year by various government agents, each with a story to tell. Naturally, he is sometimes confused.
2. A consolidated type, in which agricultural extension is consolidated under one administration, except for forestry, fisheries and sericulture, which are served by other government agencies.
3. A united type, in which extension work is concerned with all technical matters pertaining to crops, live-stock, fisheries, sericulture, and forestry.¹⁵

Joseph Di Franco said that the extension organization could be classified into four general types. These are:

- a. Extension through educational systems. Power rests with educational institutions, as in the United States.
- b. Straight line administration from Ministry of Agriculture. Power rests with Ministry, as in Egypt.

¹⁵C. W. Chang. Increasing Food Production Through Education, Research, and Extension, F.F.H.C. Basic Study No. 9. Food and Agriculture Organization of the United Nations, Rome 1962, pp. 23-24.

- c. Cooperative approach through participation of more than one ministry of government. Power divided between ministries, as in India.
- d. Extension through agricultural societies. Power rests with agricultural societies,¹⁶ as in some Scandinavian countries.

III. Extension Service in the U.A.R.

Among the basic constituents and principles as stated in the Charter of the U.A.R. are the following:

"... The labor problem should find part of its solution in the countryside ..., Cooperation will create cooperative organization that are able to drive human efforts in the countryside to face its problems...

The revolution of the production process in the countryside will help at the same time to find organized human powers capable of changing the race of life in the village in a revolutionary and decisive way."¹⁷

These constituents are in some ways the general function of the Extension Service in the U.A.R. The same objectives were also stated by Mellor.¹⁸ He said that

"... production-oriented extension education programs have three primary roles and objectives. First, they may serve to stimulate a framework of farmers attitudes and aspirations conducive to acceptance of technological change The second function of extension is the

¹⁶John M. Fenley (ed.). Differences Between Extension Education and Community Development. Comparative Extension Publication No. 5, New York State College of Agriculture at Cornell University, Ithaca, New York, 1958, p. 9.

¹⁷The Charter, Information Department, Cairo U.A.R., p. 65.

¹⁸John W. Mellor. The Economics of Agricultural Development. Ithaca, New York, Cornell University Press, pp. 356-359.

dissimination to farmers the results of production increasing research. An auxillary function, and one which may in fact be the most important one, is to carry farmers problems back to research organizations. In order to perform each of these communication functions, extension programs must be closely tied to research organizations in such a manner that clear communication in both directions is not only possible but probable ...; the third function of a productive oriented extension program is that of providing training and guidance to farmers in decision making."

Although Mellor emphasized the objectives of extension and the benefits which may be gained by the farmers, he also emphasized the importance of the cooperative work between the research organizations and the extension service.

A study was made by El Adly¹⁹ on Extension program building in the U.S.A. for the purpose of suggesting some aspects for improving the Extension Service in Egypt. El Adly said that "... the philosophy of extension work in Egypt is different than that of the U.S.A." There are two characteristics in his view that reflect this philosophy.

1. Extension means guidance (Irshad). This was based on the assumption that the experts know what the people need, and the dictated program will result in high productivity and a better physical level of living.

¹⁹Ahmed E. El Adly. An Analysis of Extension Program Building in the U.S.A. and Some Suggestions for Improving the Extension Service in Egypt. (Unpublished M.Sc. thesis, Cornell University, Ithaca, 1963), p. 12.

2. Extension deals only with agriculture. El Adly said

"... the idea that extension could deal with problems of health, illiteracy, social life, rural welfare, and the like or what is called a multi-purpose extension program has never been considered in the extension service of the Ministry of Agriculture".

El Adly also mentioned that the resources of the Egyptian University have never been used by Extension because of the lack of coordination and cooperation between the universities and extension and because they are located in two separate organizations.

Afif I. Tannous listed four points for improving the extension organization in Egypt and other Arab countries. He said that

"In the first place a bonafide central agency should be established and should be so integrated as to supervise any extension work undertaken by its personnel or other government or private agencies...; 2) provision should be made for the badly needed home demonstration work ...; 3) the number of field workers should be increased as rapidly as possible, and they should be provided with more adequate and continuous professional training. Also bonafide experience in sympathy with village life and its problems should be made a prerequisite for training or employment; 4) finally, experience has shown that the educated youth of the Middle East is willing and eager to volunteer for some form of constructive patriotic service."²⁰

²⁰Afif I. Tannous. "Extension Work Among the Arab Fellahin", Farmers of the World, ed. Edmund des Brunner, Irwin and T. Sanders and Douglas Ensminger (New York: Columbia University Press, 1945), chapter 7, pp. 78-79.

Ammar said that the improvement of community life should be based on "Village Community Centers" to be set up in each village. Among the main activities he lists, "Adult education and the fight of illiteracy, close cooperation with the village school, supervision of the cooperative society by the technicians of the center, agricultural extension work, public health." He stated that the work should be done by a staff who are residents of the village and who devote their full time to village work.²¹

²¹ Ammar Abbas, Reorganization of the Egyptian Village on the Basis of Regional Decentralization, (Sirs el Layyan, Menoufia, Arab States Fundamental Education Centers, 1954), p. 25.

CHAPTER III

THE PROPOSED PLAN FOR FURTHER DEVELOPING THE EXTENSION SERVICE IN THE U.A.R.

1. Philosophy and Objectives

The FAO of the United Nations defines Agricultural Extension as "an informal out-of-school educational service for training and influencing farmers (and their families) to adopt improved practices in crop and livestock production, management, conservation, and marketing. Concern is not only with teaching and securing adoption of a particular improved practice, but with changing the outlook of the farmer to the point where he will be receptive to, and on his own initiative, continuously seek means of improving his farm business and home".¹

The FAO's extension definition emphasizes several important points. First of all, extension is an educational process aimed at helping farmers to help themselves. Its major function is to assist in developing people's understanding and ability to think through their own problems and solve them. It gives farmers confidence in themselves and confidence in public programs for agricultural development.

¹C. W. Chang. Increasing Food Production Through Education, Research and Extension. FAO of the United Nations. Basic Study No. 9, Rome, 1962. p. 7.

Secondly, extension is not only concerned with improvement of farm business as stated in the Egyptian Extension Act but also with improvement with the farm home.

Lastly, extension should deal with all members of the family.²

The philosophy of Agricultural Extension Service therefor has to be based upon the individual's importance in the promotion of press for rural people and the nation. It is a key process for the most effective means of education for freedom. The extension educators (workers) work with people to help them to achieve superior personal wellbeing. They have to teach people "how" to think, not "what" to think.³

II. Scope and Responsibilities

The Extension Service in the U.A.R. was conceived to be relevant only to agriculture. As stated before, the Extension Service has to deal with all problems facing the farmer and his family. Thus, this proposed plan for developing the Extension Service in the U.A.R. was designed to determine (in this section) the areas of program emphasis which should receive high-priority attention by the U.A.R. Extension Service. These are:

²Ibid., p. 7.

³Lincoln D. Kelsey and Cannon C. Hearne. Cooperative Extension Work (third edition). Ithaca, New York, Comstock Publishing Association, 1963, p. 133.

1. Efficiency in Agricultural Production

In recent days efficiency in agriculture has been brought about by improved technology and mechanization essentially through research. It is the responsibility of extension to complete the triangle of instruction-research-application. In this aspect it has the following responsibilities.

- a) Explain the technological development of research in a simple way to the Egyptian fellah.
- b) Present information to the fellah on methods that will reduce the cost of production.
- c) Provide information that will aid the fellah in decision making, and to instill in him the quality concept in production of agricultural products.

2. Efficiency in Marketing, Distribution and Utilization

These parallel efficiency in production, and both of them will bring about an improvement of farm income, and improve the welfare of the producers, the handlers, and the general public.

Extension has the responsibility to:

- a) Create greater efficiency in processing, handling and distribution through the application of new technology and improved marketing practices.
- b) Expand the market for farm products through consumer information programs and by helping producers, processors, and handlers develop new products.

- c) Develop greater understanding by producers and consumers of the importance of timely buying and selling.

3. Use, Development, and Conservation of Natural Resources

The extension service has the responsibility for teaching the necessity for, and practical value of, the wise and non-depleting uses of natural resources such as soil, water, fish and wildlife. In this aspect the Extension Service has the responsibility to:

- a) Identify the natural resources to the people.
- b) Help the people to recognize the problems of resource management.
- c) Help the people to know what is being done in resource conservation.

4. Management in the Farm and in the Home

The family is the decision making unit. Management is a process--a way that the family uses its resources to get what it needs. Management can be taught, learned, observed, and improved. Thus management is therefore within the scope of the Extension Service. The extension workers should help the family to:

- a) Financial planning; the use of credits and its sources.
- b) Introducing and explaining new equipment and ideas to the family members.
- c) Helping the family to know the values of good nutrition, child care, and house cleaning.
- d) Solving the basic social ills.

6. Youth Development

Since the children and youth of today are the makers of the future, it is the duty of the Extension Service to provide them with all the chances to enable them later to successfully assume the responsibility of leadership. The Extension Service has to help the rural people in establishing rural clubs which are not directed to sports only but should also be directed to give the rural youth good experiences in ownership, management of property, homemaking, and all other basic skills, competencies, and characteristics which will be useful in the children's future.

7. Leadership Development

The progress of the Community is largely predetermined by the quality and quantity of the leadership available within the masses of the community. Thus it is one of the responsibilities of the Extension Service to set programs for developing leadership because many of the problems confronting agriculture can be solved by groups, and the most satisfactory solutions result from able leadership.

8. Community Improvement and Resource Development

In this phase the Extension Service has the responsibility to provide adequate educational assistants to help the people to understand the following:

- a) Methods of improving conditions and available service provided by hospitals, schools, mosques, and other governmental or private agencies.

- b) Appropriate standards of community service and efficient methods of providing them.
- c) Competitive use of land and the relationship to proper community growth.

9. Public Affairs

Public affairs include all of these actions of government, local, national, and/or international, of agriculture, industry, labor or any segment of society which affects the whole public or any part of the public in addition to those for whom the action was originally intended. The Extension Service has the responsibility to help the rural people understand issues affecting them. However it should be clear that the function of the extension service in this phase is not to tell people what their decision should be on a given issue; rather its function is to equip better the people it serves, through the educational process, to analyze issues involved on the basis of all available facts.⁴

III. Administrative Organization

The Agricultural Extension Administrative Organization in the proposed plan is organized on the national, governorator, and markaz levels. At the national level there is the Department of Agricultural Extension in the Ministry of Agriculture headed by a

⁴A Guide to Extension Programs for Kansas, Extension Service, Kansas State University, Manhattan, NF56, April 1960, pp. 10-14 and The Cooperative Extension Service ... Today, Subcommittee on Scope and Responsibility, April, 1958, pp. 6-12.

director and three assistants (a supervisor, a coordinator, and a third one in charge of the training of extension personnel). Besides, there are a number of subject matter specialists in the various fields of agriculture, home economics, and youth activities. Those subject matter specialists have to be in direct contact with the Agricultural Experiment Stations, and the Agricultural Colleges. They are attached to their respective subject matter departments in the Agricultural Colleges and the Experiment Stations. Moreover there is a division for financial services.

At the governorate level there is the Extension Division under the Department of Agriculture, headed by a supervisor and three assistants (home economics, agricultural, and youth activity assistants) and a clerk.

At the markaz level there is the Extension Center serving two or more villages, served by three markaz advisors, one for each of the extension fields (agriculture, home economics, and youth activities), and two assistants (See Figures II and III). Besides the Extension Center there is the Markaz Agricultural Extension Council which consists of three committees; Agricultural Advisory Committee, Home Economics Advisory Committee, and Youth Activities Advisory Committee. A committee is a body of responsible citizens representing the organizations, agencies, and major interests of the local people of the markaz. It is open to every community group on a non-profit, non-partisan, voluntary

FIGURE 2

A HYPOTHETICAL ADMINISTRATIVE ORGANIZATION FOR
DEVELOPING THE EXTENSION ORGANIZATION IN THE U.A.R.

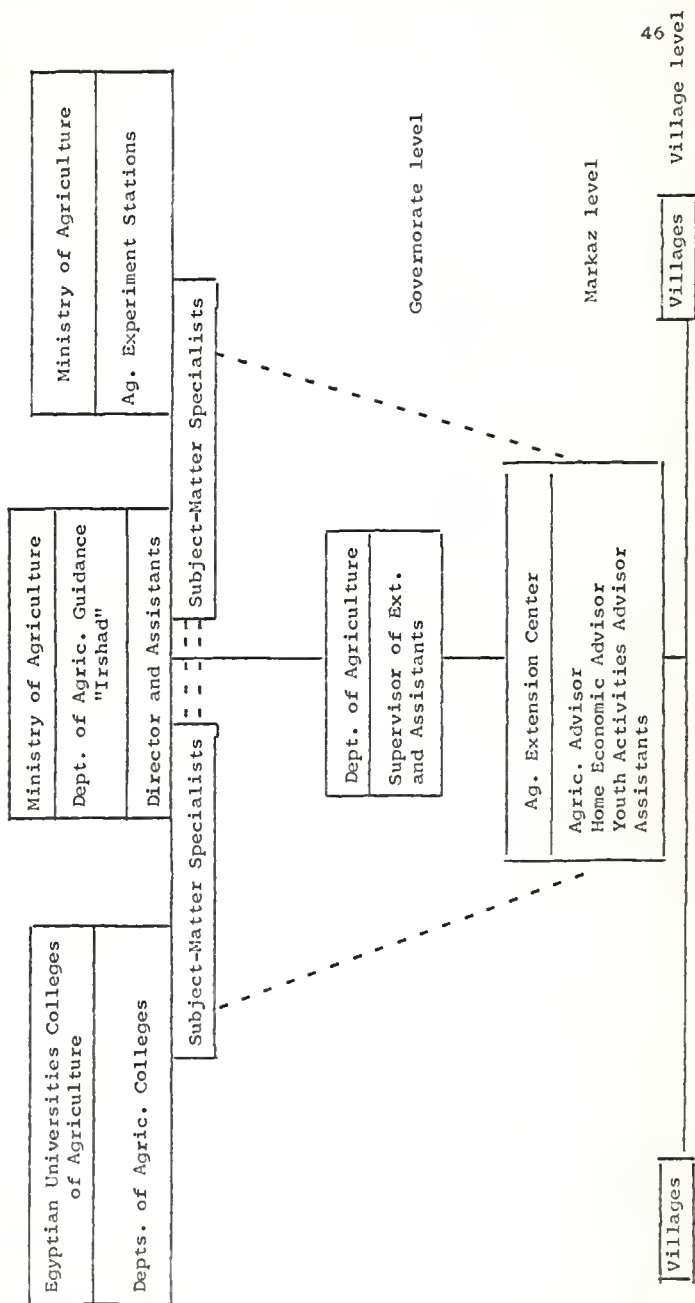
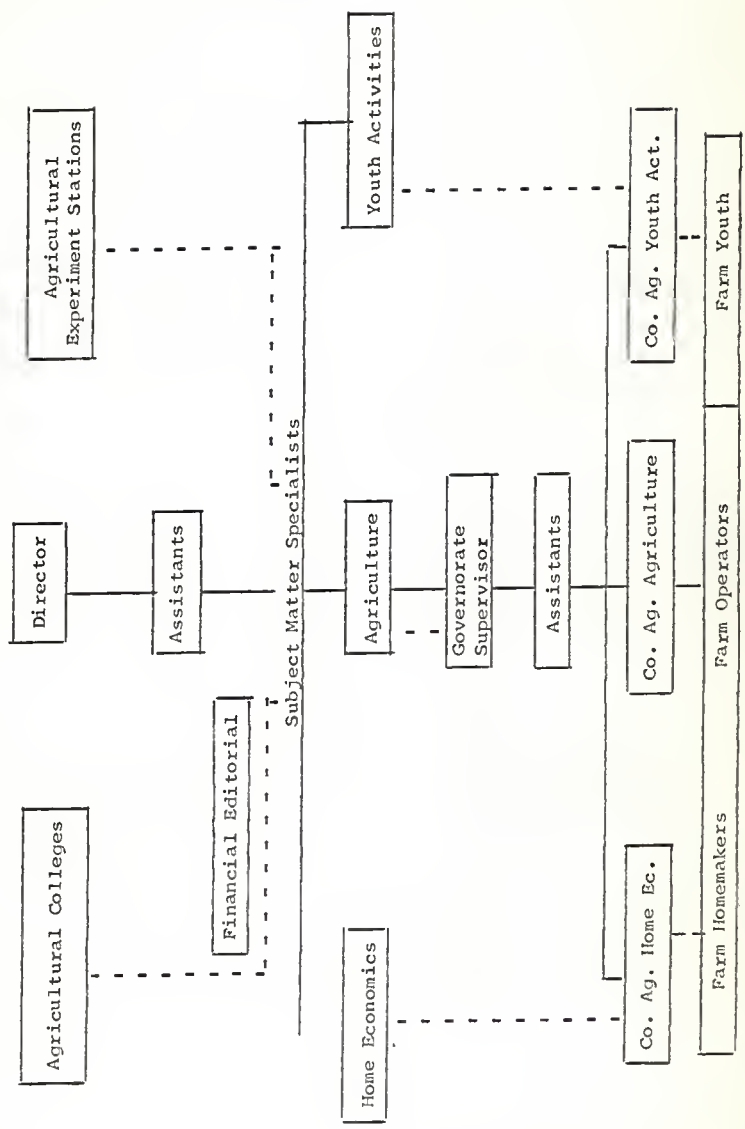


FIGURE 3
A HYPOTHETICAL ADMINISTRATIVE ORGANIZATION



- - - Staff relationships
 _____ Line relationships

basis and organized so it is representative of both the farm and village interests of the locality.⁵

The Role of the Extension Workers

The Extension Director is the administrator of the Department of Extension in the Ministry of Agriculture. His responsibility involves all those things that will accomplish the objectives of the Extension Service in the U.A.R. It is obvious that he must delegate some of his duties and responsibilities to his assistants, and to the other extension personnel. The director has the duty to:⁶

1. Develop a plan of administrative organization.
2. Select personnel and effective personnel management.
3. Determine Extension policy.
4. Determine Extension program.
5. Supervise or make sure that policies, administrative procedures and the program of education are carried out.
6. Evaluate his organization and its program continuously and objectively.
7. Arrange for funds to finance the extension program.
8. Maintain proper relationships between the Extension organization and other organizations and agencies.

⁵Lincoln D. Kelsey and Cannon C. Hearne. Cooperative Extension Work. Ithaca, New York, Comstock Publishing Associates, 1963, p. 166.

⁶Ibid., pp. 67-70.

The Governorate Supervisor: As we mentioned earlier, the director has to delegate some of his administrative functions to others of his staff. Increasingly he must depend upon the Governorate Supervisors for handling administrative matters with the markaz such as budget, coordination, balance of programs, and public relations of various kinds. He is in a line relationship with the Markaz advisors.⁷

The Subject-Matter Specialists: Subject-matter Specialists are those people who are in direct contact with researchers and research institutions. In this proposed plan they are attached to their respective subject-matter departments in the Agricultural Colleges and the Experimental Stations of the Ministry of Agriculture. Five broad roles are performed by subject-matter specialists, namely: planning roles, training roles, direct teaching, field studies to increase the effectiveness of the work in their respective subject-matter lines, and preparing of teaching materials.⁸

Although the subject-matter specialists are in line relationships with the director, they are in a staff relationship with the markaz extension advisors. The following list is the specific duties of the specialists.⁹

⁷Ibid., p. 72.

⁸Ibid., pp. 72-73.

⁹Adopted by Kelsey and Hearnc from Summer-session extension classes. Ibid., p. 74.

1. Keeping governorate and markaz extension workers up to date with regard to the findings of science and their application to the solution of farm and home problems.
2. Serving as a bridge between field extension workers and subject-matter research departments in the Agricultural Colleges and Experimental Stations.
3. Assembling and analyzing facts, and clarifying problems.
4. Helping the markaz advisors to develop sound markaz and community programs.
5. Assisting agents in the effective use of teaching methods peculiarly adopted to the subject-matter involved.
6. Backing up the markaz programs with suitable governorate wide publicity, popular bulletins, motion pictures, film strips, and other teaching aids.
7. Making studies to determine successful and unsuccessful methods of organizing and conducting extension teaching in the particular subject-matter field.
8. Outlining measuring devices and procedures applicable to the subject-matter problems being attacked.
9. Handling direct teaching of rural people within the markaz.

Markaz Extension Advisors. These are the most important group in the organization. It is also the largest group. The advisors are the ones in daily contact with the farm people, trying to

achieve the objectives of extension. They are in a strategic position to study the problems and serve the needs and interests of the farmers and their families. The following are the duties of the markaz extension advisors:¹⁰

1. Study the markaz, its people, and its agriculture and rural life to ascertain its problems and possibilities.
2. Develop or aid in maintaining the necessary organization of the rural people to help determine and carry out the markaz extension program.
3. Develop with the people (the markaz agricultural extension council) a long-time agricultural and rural life educational program based on the major problems and needs of individuals--adults and youth--and families.
4. Develop rural leadership.
5. Assist local organizations with their educational programs, when their objectives coincide with the objectives of the markaz extension program.
6. Maintain a public office (agricultural extension center) where rural people may call on all problems relating to agriculture and rural life.
7. Promote friendly relationships and the coordination of activities of all agricultural and markaz life groups within the markaz.

¹⁰Ibid., pp. 75-77.

8. Develop interest and cooperation of various organizations and individuals in the solution of farm, home, and community problems.
9. Assist local leaders by supplying supplementary material, visiting farms and home, providing helpful literature.
10. Arrange for help of specialists.
11. Help evaluate work done by obtaining and analyzing records and preparing statistical and narrative reports for markaz, governorate, and national use.
12. Assist people in the communities in the organization of the village youth clubs, in the selection of local leaders and in the development of club programs.

The Markaz Agricultural Extension Council

Extension workers do not have to impose anything on the farm people. They have to cooperate with local people in order to conduct and achieve the extension objective. In this proposed plan an Agricultural Extension Council has to be formulated to help the Extension Center in achieving the goals of the community.

Form of the Agricultural Extension Council and Its Committee

In formulating the Markaz Extension Council and its committees the following points must be considered.

1. The members of the Markaz Extension Council must represent various groups, farmers organizations, villages, and governmental agencies in the markaz.

2. They should be willing to work, be cooperative, be enthusiastic, and be respected by their neighbors and citizens.
3. Each member should have a designated period of time to serve on the council or on one of its committees.
4. The Markaz Agricultural Extension Council is composed of three committees--Agricultural advisory committee; home economics advisory committee; and youth activities advisory committee. Every one of these advisory committees will be represented by two members to form the Executive Board, which is responsible for and representing the local people in administering the Markaz Extension Service (see Figure 4).

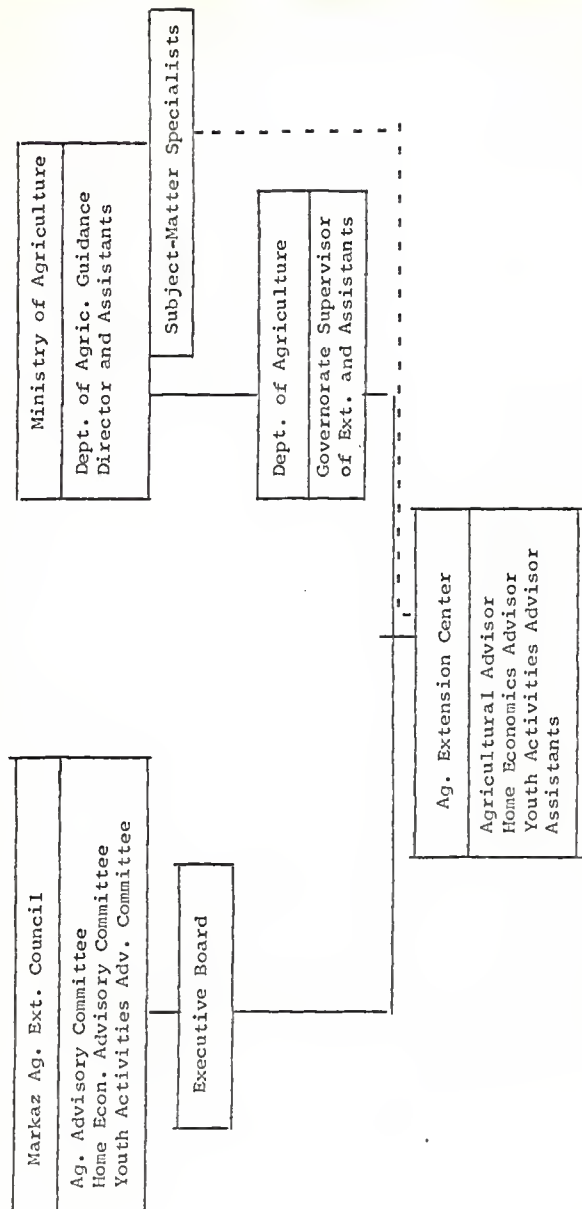
The Role of the Markaz Advisory Committees

The role of the Markaz Advisory Committee is to:

1. Serve as a board of advisors to the Extension Agents on all activities in the Markaz.
2. Help in collecting local data about the local situation for analyzing problems, determining causes, and suggesting solutions.
3. Work (during a stated period for which they are chosen) with the Extension Agents in establishing goals, objectives, assigning priorities, and selecting methods to be used in accomplishing these objectives.

FIGURE 4

THE MARKAZ (COUNTY) EXTENSION SERVICE



4. Participate in carrying out the Extension programs.
5. Understand their job and that of the Markaz organization as a permanent educational agency in which they are true partners (see Figure 4) with the National Extension Service.

Close Relationship Between Research and Extension

Research and extension should go hand in hand. Extension without research can bring about some improvement in the early stages of agricultural development, but it cannot last long. Research without Extension tends to be academic, and it serves no practical and useful purpose.

In the proposed plan, the Ministry of Agriculture with the assistance of the Agricultural Colleges is responsible for both research and extension. Through annual conferences, and other meetings, research and extension people are brought together to discuss problems of common concern. There are also arrangements for subject matter specialists to be stationed at the five Agricultural Colleges and the Agricultural Experiment Stations of the Ministry of Agriculture, so that they can keep in touch with the development of research, carrying to the research institutions the problems of the Extension Advisors. (see Figures 2 and 3). In order to keep the specialists up to date it is suggested by the writer to give opportunities to them to carry on research at a time of the year when it does not conflict seriously with their extension program.

The Agricultural Colleges have to carry more responsibilities than that of the Experiment Stations. Besides the above mentioned role, they may do the following:

1. Issue Extension publications (leaflets, bulletins) based on research studies.
2. Conduct short-term training courses for extension workers, in cooperation with the Ministry of Agriculture.
3. Operate a pilot project on Extension in the vicinity of the College for the purpose of demonstration-- this may help in changing the College atmospheres from academic to practical.¹¹

¹¹C. W. Chang. Increasing Food Production Through Education, Research, and Extension. FAO of the United Nations. Basic Study No. 9, Rome, 1962, p. 63.

CHAPTER IV

THE FINDINGS

In reporting the findings of this study the first data which were studied were on the characteristics of the selected group of experts. The second data analyzed were the responses of the experts to the opinionnaire.

The opinionnaire was mailed to twenty-five experts in the extension service field and related fields. A follow-up, including a copy of the opinionnaire, was mailed to the non-respondents after two weeks. Not all replies of the follow-up were received in time to be used, thus a complete census was not obtained. The total number of the respondents was twenty-two or 88% of the selected group of experts. Three or 12% of the experts didn't respond. Those not responding were working in the F.A.O. in Rome, Italy, and in the Agency of International Development in Lagos, Nigeria.

Some Characteristics of the Respondents

Each respondent was requested in the first section of the opinionnaire to give some personal information about himself or herself. The personal information was summarized and is presented in this section under the following categories: nationality, education, type of occupation; and length of service in extension or in the agricultural colleges.

Nationality: From the twenty-two respondents, fifteen or 68.2% were Egyptians (U.A.R.), three or 13.7% were from the U.S.A., two or 9.1% were from Iraq, one or 4.5% from Jordan and one or 4.5% was from Uganda.

TABLE I
CLASSIFICATION RESPONDENTS ACCORDING TO THEIR NATIONALITY

Country	Number	Percentage
Egypt U.A.R.	15	68.2
U.S.A.	3	13.7
Iraq	2	9.1
Jordan	1	4.5
Uganda	<u>1</u>	<u>4.5</u>
Total	22	100.0

Education: Among the twenty-two respondents, eight of them or 36.4% had doctor's degrees (Ph.D. or Ed.D.), twelve or 54.5% had master's degrees, and two of them, or 9.1%, had B.Sc. degrees.

Ten of the respondents (45.5%) had Extension Education as a major or a minor field for their highest degrees. Seven (31.8%) had Rural Sociology, five (22.7%) had Agricultural Economics and others had nutrition, home economics, demography, administration, soil, plant, veterinary science and statistics as the major or minor field for their highest degrees.

TABLE II
CLASSIFICATION RESPONDENTS ACCORDING TO THEIR EDUCATION

Degree	Number	Percentage
Ph.D. or Ed.D.	8	36.4
M.Sc.	12	54.5
B.Sc.	<u>2</u>	<u>9.1</u>
Total	22	100.0

Type of occupations: Among the twenty-two respondents, fourteen (63.6% were working in various departments of the agricultural colleges (four professors, two associate professors, four assistant professors and four instructors). Eight of the respondents, 36.4%, were working in the various extension agencies.

Length of service: The length of service of the respondents in the extension service or the agricultural colleges ranged from two to forty-three years. Six of the respondents had less than five years experience, eleven had from five to ten years of experience, one had seventeen years of experience and four had twenty-years or more of experience. The average experience of the respondents was nine years and eight months.

TABLE III
CLASSIFICATION RESPONDENTS ACCORDING TO THEIR LENGTH OF SERVICE

	Frequency	Percentage
From 1 to less than 5 years	6	27.3
From 5 to less than 10 years	11	50.0
From 10 to less than 15 years	--	00.0
From 15 to less than 20 years	1	4.5
From 20 or more	<u>4</u>	<u>18.2</u>
Total	22	100.0

The Responses of the Experts to the Opinionnaire

Each respondent was requested in the second section of the opinionnaire to study the proposed plan for developing the extension service in the U.A.R., and fill out the opinionnaire. The data were analyzed and are presented under the following categories: scope and responsibilities of the extension service; the administrative organization; the role of the extension workers; the markaz agricultural extension council; and the relationship between the agricultural colleges and the extension service.

I. Scope and Responsibilities of the
Extension Service in the U.A.R.

The proposed plan suggested nine areas to be served by the Extension Service in the U.A.R. Respondents were asked to check to what extent they agreed or disagreed about every one of the areas and to rank them. The data were summarized and are presented in Tables IV and V. Using two techniques of weighted values in ranking the above mentioned areas, it was found that:

1. The farmer business improvement areas received the highest response. The areas of efficiency in agricultural production and that of efficiency in marketing, distribution and utilization were parallel to each other, and both of them would bring about an improvement of the farmer's income. For this reason these two areas ranked higher than the others (see Tables IV and V).
2. The youth and leadership development areas were considered the second group of areas in receiving high responses. The training of boys and girls was considered to be of great importance. Whatever was to be learned by a boy or a girl (in this age) would likely become deeply rooted and a part of one's life. The progress of the community was believed to be largely dependent upon the quality and quantity of the available leadership. Many of the problems confronting agriculture could be most

TABLE IV

DISTRIBUTIONS OF THE RESPONDENTS' OPINIONS TOWARD THE
NINE SUGGESTED AREAS TO BE SERVED BY THE EXTENSION
SERVICE IN THE U.A.R.

The Suggested Areas	Frequency Distribution of the Respondents' Opinions				Total Score	Rank
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
1. Efficiency in agricultural production	19	3	-	-	-	41 1
2. Efficiency in marketing, distribution, and utilization	15	5	1	-	1	33 2
3. Use, development and conservation of natural resources	10	10	1	1	-	29 6
4. Management in the farm and in the home	6	14	1	1	-	25 8
5. Family living	11	7	3	1	-	28 7
6. Youth development	11	9	2	-	-	31 4
7. Leadership development	12	9	1	-	-	33 2
8. Community improvement and resource development	13	7	-	2	-	31 4
9. Public affairs	3	8	2	3	6	-1 9

(1) A weighted value was assigned to each response as follows:

Strongly agree +2
Agree +1
Undecided 0
Disagree -1
Strongly disagree -2

TABLE V

RANKING OF THE SUGGESTED NINE AREAS TO BE SERVED BY THE
EXTENSION SERVICE IN THE U.A.R. ACCORDING TO THE RANKS
GIVEN BY THE RESPONDENTS

The Suggested Areas	Frequency of the Respondents Ranks									Total (1) Scores	Average (2) Score	Ranks
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th			
1. Efficiency in agricultural production	13	3	2	3	--	--	--	--	--	181	8.23	1
2. Efficiency in marketing, distribution, and utilization	1	9	2	2	3	2	2	--	1	137	6.23	2
3. Use, development, and conservation of natural resources	1	1	4	2	2	5	3	3	1	103	4.68	5
4. Management in the farm and in the home	1	--	2	6	4	4	4	1	--	109	4.95	4
5. Family living	--	3	4	2	3	1	1	6	2	100	4.55	7
6. Youth development	3	2	3	2	3	4	4	--	1	120	5.45	3
7. Leadership development	1	2	1	5	2	2	4	4	1	101	4.59	6
8. Community improvement and resource development	1	1	4	--	4	4	3	5	--	100	4.55	7
9. Public affairs	1	--	--	--	1	--	1	3	16	39	1.77	9

(1) The writer gives the first choice 9 points, the second 8 points, the third 7 points .. the ninth 1 point.

(2) By dividing the total scores by nine.

satisfactorily solved by groups. Solutions would result from able leadership. These were possible reasons that led the respondents to rank these two areas higher than most of the nine areas which were included in the proposed plan.

3. Community improvement, natural resource use, development and conservation were the third group of areas to receive high responses by the respondents.
4. The home improvement areas received fewer responses than the above mentioned three groups. This group included two areas, the family living and management in the farm and in the home. These areas fell under the categories of nutrition, clothing, home management and home industry. Although these two areas ranked lower than most of the nine areas, they had significant scores.
5. The public affairs area received the lowest response. This area received an insignificant score, being rejected by the respondents. This was due, in the writer's opinion, to the fact that public affairs included many actions of government, local, national and/or international of agriculture, industry, labor or any segment of society. This diversity of subjects might make it difficult for the extension service to cover all of them.

II. The Administrative Organization

The Agricultural Extension Administrative Organization in the proposed plan was organized on the national, governorate, and markaz level. He also suggested several points about the formation of these levels. He asked the respondents to check to what extent they agreed or disagreed about each one of the above mentioned points. These data are summarized and presented in Table VI. It was found that:

1. The majority of the respondents "strongly agreed" and "agreed" about the attachment of the subject matter specialists to their respective departments in the Agricultural Colleges and the Experiment Stations. This was possibly due to the fact that this attachment would bring about many direct contacts between the subject matter staff and the researchers.
2. Most of the respondents "agreed" about the formation of the Extension Division at the governorate level. In the suggested plan this division was to be headed by a supervisor and three assistants (home economics, agricultural, and youth activities). A recommendation was made by one of the respondents. He recommended an agricultural information section, and an evaluation study section served by two more assistants.
3. The formation of the Markaz Extension Center was accepted by the respondents. This Center was to be

TABLE VI

DISTRIBUTIONS OF THE RESPONDENTS' OPINIONS TOWARD THE
SUGGESTED ADMINISTRATIVE ORGANIZATION OF THE
EXTENSION SERVICE IN THE U.A.R.

Suggested Statements About the Administrative Organization	Frequency Distributions of the Respondents' Opinions					Total Score
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
1. The subject matter specialists have to be attached to their respective departments in the agricultural colleges and the agricultural experiment stations	13	5	1	2	1	27
2. At the governorate level, the Extension Division has to be headed by a supervisor and three assistants (home economics, agricultural and youth activities).	6	13	1	1	1	22
3. At the markaz level, the Extension Center has to be served by three advisors, "Agricultural advisor, home management advisor, and youth activities advisor" and two assistants	2	12	5	2	1	12
4. The Markaz Agricultural Extension Council consists of three committees (home economics, agricultural, and youth activities) and an Executive Board.	5	9	2	6	--	13

Λ weighted value was assigned to each response as follows:

Strongly agree	+2
Agree	+1
Undecided	0
Disagree	-1
Strongly disagree	-2

served by three advisors, one for agriculture, one for home economics, and one for youth activities besides two assistants. This was criticized by three respondents because they thought that due to the differences of the size, population, needs and other characteristics of the markaz, limiting the number to three advisors and two assistants might be inadequate.

4. It was suggested in the proposed plan that an Agricultural Extension Council with three advisory Committees (one for agriculture, one for home economics and one for youth activities), and an Executive Board needed to be organized to help the extension advisors in setting, executing, and evaluating the extension goals of their community. This was accepted by the respondents. A recommendation was made by one of the respondents to establish other committees in other areas, such as adult education and rural industry.

III. The Role of the Extension Workers

A definite role and duty was assigned to every one of the extension workers in the proposed plan. The respondents were asked in the opinionnaire to check to what extent they agreed or disagreed about the role and duty of everyone of the extension workers. The data were summarized and are presented in Table VII. In analyzing this data, it was noted that:

TABLE VII
DISTRIBUTIONS OF THE RESPONDENTS OPINIONS TOWARD THE
SUGGESTED ROLES AND DUTIES OF THE EXTENSION WORKERS
IN THE UNITED ARAB REPUBLIC

The Extension Workers	Frequency Distribution of the Respondents Opinion					Total Score(1)
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
1. The Extension Director	8	12	1	1	--	27
2. The Governorate Supervisor	4	15	1	2	--	21
3. The Subject-Matter Specialist	8	12	--	1	1	25
4. The Markaz Extension Advisor	6	16	--	--	--	28

A weighted value was assigned to each response as follows:

Strongly agree	+2
Agree	+1
Undecided	0
Disagree	-1
Strongly disagree	-2

1. The role of the markaz extension advisor received the highest response.
2. The role of the governorate supervisor received the lowest response.
3. The roles and duties (which were suggested in the proposed plan) of all the extension workers were highly accepted by the respondents (the least one which was the role of the governorate supervisor received 21 points, 4 strongly agreed, and 15 agreed out of twenty-two respondents).

IV. The Markaz Agricultural Extension Council

In order to achieve the goals of the extension service, it was suggested that an Agricultural Extension Council be formulated to help the Markaz Extension Center in setting, executing and evaluating the extension programs. The members of this council were to represent various groups, farmers, organizations, villages, and governmental agencies in the markaz. This council had to consist of three committees "one for agriculture, one for home economics, and one for youth activities" and an executive board. A definite role and duty was assigned to this council and its three committees. The respondents were asked to check whether they agree or disagree about the form of the Markaz Agricultural Council and the role of the Markaz Advisory Committees. The data were summarized and are presented in Table VIII. In analyzing this data, it was noted that:

TABLE VIII

DISTRIBUTIONS OF THE RESPONDENTS OPINIONS TOWARD THE
FORM AND ROLE OF THE MARKAZ AGRICULTURAL EXTENSION
COUNCIL AND ITS COMMITTEES

The Suggested Statements	Frequency Distribution of the Respondents Opinions			
	Agree		Disagree	
	Number	Percentage	Number	Percentage
1. The form of the Extension Council and its Committees	20	90.9%	2	9.1%
2. The role of the Markaz Advisory Committees	19	86.4	3	13.6

1. Twenty respondents or 90.9% "agreed" about the form of the Markaz Extension Council.
2. Nineteen respondents or 86.4% "agreed" about the role of the Markaz Advisory Committees.
3. A recommendation was made by one of the respondents to establish some other advisory committees in other areas, such as adult education and rural industry.
4. In the establishment of the executive board, it was suggested that two members represent each one of the three advisory committees. This was criticized by one of the respondents because he thought that the executive board must be odd number, and thus he suggested three members to represent each one of the three advisory committees.

V. The Relationship Between the Agricultural Colleges and the Extension Service

In the proposed plan, it was suggested that the subject matter specialists should be stationed at the five Agricultural Colleges "at the time of the study" in the U.A.R. and the Agricultural Experiment Stations, so that they can keep in touch with the development of research and carry to the researchers the problems of the farmer. Besides, more responsibilities were assigned to the Agricultural Colleges. He asked the respondents whether they agreed or disagreed about each one of these responsibilities. The data obtained are presented in Table IX. In analyzing this data it was noted that:

1. Conducting short-term training courses for extension workers was the first responsibility based on responses.
2. Issuing extension publications was the second responsibility based on responses.
3. Operating a pilot project was the last responsibility based on responses.
4. A recommendation was made by one of the respondents that the issuing of the extension publications should be through a committee for publications with representatives from the Ministry of Agriculture, the research stations, and the agricultural colleges.

TABLE IX

DISTRIBUTIONS OF THE RESPONDENTS OPINION TOWARD THE
RELATIONSHIP BETWEEN THE AGRICULTURAL COLLEGES AND
THE EXTENSION SERVICE

The Suggested Statements	Frequency Distribution of the Respondents Opinions			
	Agree		Disagree	
	Number	Percentage	Number	Percentage
1. Issuing extension publications	20	90.9%	2	9.1%
2. Conducting short-term training courses for extension workers	21	95.5	1	4.5
3. Operating a pilot project	17	77.2	5	22.8

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

Many problems and obstacles were confronting the Extension Service (Irshad Zeraie) in the U.A.R. Irshad as interpreted in Arabic means guidance. It was assumed in this study that the term guidance might reveal the bad notion that the fellah (the Egyptian peasant) is ignorant and must be guided, and the extension program must be planned and ordered from the top. The scope of the Extension Service in the U.A.R. was limited to subjects related to agricultural production and included nothing about home economics or youth activities. There was a lag of communication between the Agricultural Colleges and the Experiment Stations, and the Extension Service in the U.A.R. The above mentioned statements appeared to be the most important basic defects of the Extension Service (Irshad) in the U.A.R.

The purposes of this study were:

1. To propose a plan for further developing the Extension Service in the U.A.R. The specific objectives of this plan were:
 - a. To improve and explain the philosophy, objectives, and the scope and responsibilities of the Extension Service, and

- b. To improve the administrative organization of the Extension Service, and
 - e. To improve the coordination and cooperation between the Agricultural Colleges and the Experiment Stations and the Extension Service.
2. To test the proposed plan by sending an opinionnaire enclosed with the plan to a group of experts in the Extension Service in the U.A.R., U.S.A., and some other countries, and
 3. To send the results of the study to the U.A.R. officials so that they may adopt it or study it further.

An opinionnaire was developed and was in two sections. The first section included questions planned to obtain information about the respondents, covering their positions held, their length of tenure, their subject matter area, their formal education, and their nationality. The second section included questions planned to obtain the respondents' opinions about every part of the proposed plan.

The proposed plan for further developing the extension service stated that the extension service is an educational process aimed at helping people help themselves. It should be concerned with the improvement of farm business as well as the farm home and it should deal with all members of the family.

Nine areas of program emphasis were suggested to be served by the extension service in the U.A.R. They were (1) efficiency in agricultural production; (2) efficiency in marketing,

(3) use, development, and conservation of natural resources; (4) management in the farm and in the home; (5) family living; (6) youth development; (7) leadership development; (8) community improvement and resource development; and (9) public affairs.

The suggested agricultural extension administrative organization in the proposed plan was organized on the national, governorate, and markaz level. At the national level there was the department of agricultural extension in the Ministry of Agriculture headed by a director and three assistants (a supervisor, a coordinator, and a third one in charge of the training of extension personnel). Besides, there were a number of subject matter specialists in the various fields of agriculture, home economics and youth activities. They had to be attached to their respective subject matter department in the Agricultural Colleges and the Experiment Stations.

At the governorate level there was the Extension Division under the Department of Agriculture, headed by a supervisor and three assistants (home economics, agriculture, and youth activity assistants).

At the markaz level there was the Extension Center serving two or more villages, served by three advisors, one for each of the extension fields and two assistants. Besides the Extension Center there was the Markaz Agricultural Extension Council which consisted of three advisory committees (agricultural, home economics, and youth activities committee), and an executive board. The members of these committees represented various groups, farmers

organizations, villages and governmental agencies in the markaz. Two members from each one of the three committees were suggested to form the Executive Board.

A definite role was assigned to everyone of the Extension workers. The extension director was the one who is responsible for accomplishing the objectives of the Extension Service in the U.A.R. He had the duty to: (1) develop a plan of administrative organization; (2) selection personnel; (3) determine extension policy and program; (4) evaluate his organization and its programs continuously; (5) maintain good relationships between the extension organization and other organizations; and (6) report to officials and to the public.

It was obvious that he ought to delegate some of these duties and responsibilities to other extension personnel.

The governorate supervisor was the one who is responsible for accomplishing the Extension Service objectives at the governorate level.

Five broad roles had to be performed by subject-matter specialists, namely: planning roles, training roles, directing roles, field studies to increase the effectiveness of the work in their respective subject matter lines and preparing of teaching materials.

The markaz extension advisor (county agents) had to: (1) study the markaz, its people and its characters; (2) develop a long-time educational program based on the major problems and needs; (3) develop rural leadership; (4) maintain a public office;

(5) promote friendly relationships with the local people; (6) arrange for help of specialists; (7) assist people in the community in the organization of the village youth clubs; and (8) develop aid in maintaining the necessary organizations of the rural people to help determine and carry out the markaz extension program.

In order to keep the subject-matter specialists up to date, it was suggested that they had to be stationed at the Agricultural Colleges and the Experiment Stations. Further, it was suggested that the Agricultural Colleges might help the Extension Service by (1) issuing extension publications; (2) conducting short-term training courses; and (3) operating a pilot project on extension in the vicinity of the college.

The opinionnaire and the suggested plan were mailed to twenty-five experts in the Extension Service and related fields. A follow-up including a copy of the opinionnaire was mailed to the non-respondents after two weeks. The total number of the respondents was twenty-two or 88 percent of the selected group. Of the respondents, 68.2 were Egyptians, the rest were from the U.S.A., Iraq, Jordan and Uganda; 36.4 percent of the respondents had Ph.D. or Ed.D. degrees; 54.5 percent had M.Sc. degrees; and 9.1 percent had B.Sc. degrees. Among the twenty-two respondents 63.6 percent were working in the Agricultural Colleges and 36.4 percent were working in the various Extension Agencies. The average experience of the respondents was nine years and eight months.

Each respondent was requested in the second section of the opinionnaire to study the proposed plan and fill out the questions of the opinionnaire. The data collected in this study were summarized under the following categories:

Scope and Responsibilities of the Extension Service:

Respondents were asked to check to what extent they agreed or disagreed about every one of the nine suggested areas to be served by the extension service, and to rank them according to their importance.

All areas of program emphasis were accepted, except the public affairs area, which was rejected by most of the respondents.

The total group ranked the nine areas according to their importance as follows: Efficiency in agricultural production, efficiency in marketing, distribution and utilization, youth development, management in the farm and in the home, use development, and conservation of natural resources, leadership development, family living and community improvement and resource development and lastly the area of public affairs.

The Administrative Organization: The suggested administrative organization was tested by asking the respondents to react to each of its segments. It was found that the majority of the respondents "strongly agreed" and "agreed" about the attachment of the subject matter specialists to their respective departments in the Agricultural Colleges; most of the respondents "agreed" about the formation of the Extension Division at the governorate

level; the formation of the Markaz Extension Center, and the formation of the Markaz Extension Council and its three committees.

The Role of the Extension Workers: A definite role and duty was assigned to every one of the extension workers. The respondents were asked to check to what extent they agreed or disagreed. The role which received the highest response was that of the markaz extension advisor. The role of the governorate supervisor was the lowest one to receive high response. In between there were the role of the extension director and that of the subject-matter specialist.

The Markaz Agricultural Extension Council: Nearly ninety-one percent of the respondents agreed about the form of the Markaz Agricultural Extension Council and 86.4 percent of them agreed about the role of the Markaz Advisory Committees.

The Relationship Between the Agricultural Colleges and the Extension Service: Ninety-five percent of the respondents agreed about conducting short-term training courses for extension workers by the Agricultural Colleges. Nearly ninety-one percent agreed about issuing extension publications by these colleges. Seventy-seven percent agreed about operating a pilot project by the Agricultural Colleges in its vicinity.

Recommendations

The following recommendations were based upon observations and interpretations of the data analyzed in this study.

1. The scope and responsibilities of the Extension Service in the U.A.R. should be stretched to cover all of the needs felt by the farm family.
2. The plans of the extension service should be on the unit level (markaz level).
3. The local people (through the Agricultural Extension Council and its committees) must share in the development of the extension program.
4. Definite, clean cut responsibilities should be assigned to each executive. These responsibilities should be coupled with authority to fulfill them.
5. Research and extension workers should be brought together in annual conferences and other meetings to discuss problems of common concern.
6. Factors other than those tested in the opinionnaire should be identified and investigated.
7. This proposed plan for further developing the extension service in the U.A.R. should be tested through a greater number of men and women involved in extension in the U.A.R.
8. Alternative plans should be designed and tested in order to give the U.A.R. officials a variety of choicc.
9. The Agricultural Extension Service of the Ministry of Agriculture and the Ministries of Education, Health, and Social Affairs have to work cooperatively in order to avoid duplication of efforts and wasting of their money and time.

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APPENDIX

OPINIONNAIRE

A Proposed Plan for Developing the Extension Service in the U.A.R.

The purpose of this study is to propose a plan for developing the Extension Service in the United Arab Republic. As a person with expertise in the Extension Service in the U.A.R. or the U.S.A., you are asked to answer the enclosed opinionnaire. The findings of the study will be submitted to the U.A.R. officials for their considerations. There will be no reference made about specific individuals in any reports of the study.

Will you please do the following?

1. Study the proposed plan for developing the extension service in the U.A.R.
2. Read the instructions for each question on the Opinionnaire before you answer it.
3. Fill out this opinionnaire individually.
4. Answer all the questions in terms of your own personal judgment, not what you think is generally believed.

Thank you very much for your cooperation.

SECTION I

Information About the Respondents

1. What is your subject matter area? _____
2. What is your present academic rank? _____
3. How long have you been employed as extension agent or a faculty member in the Agricultural Colleges in the above subject matter area? _____
4. What is the highest degree you now hold and in what year was it received?

B. Sc. _____ Year _____
M. Sc. _____
Ph.D. _____
Others _____
5. What were the areas of study for your highest degree?
Major _____ Minor _____
6. What is your country of citizenship? _____

SECTION II

Questions About the Proposed Plan

- A. Statements about the scope and responsibilities of the Extension Service in the U.A.R.

In the writer's proposed plan he suggested nine areas to be served by the Extension Service. Following are these areas; please check to what extent you agree or disagree about every

area in column A. In column B, rank each item with regard to its importance in your opinion from 1 to 9. (1 ... most important, 2 ... next most important, etc.)

A						B
The Suggested Area	To what extent you agree or disagree					Rank
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
1. Efficiency in agricultural production						
2. Efficiency in marketing, distribution, and utilization						
3. Use, development and conservation of natural resources						
4. Management in the farm and in the home						
5. Family living						
6. Youth development						
7. Leadership development						
8. Community improvement and resource development						
9. Public affairs						

B. Statements about the administrative organization of the Extension Service in the U.A.R.

In the writer's proposed plan he suggested several points about the administrative organization of the Extension Service.

Following are these points, please check to what extent you agree or disagree about everyone of them.

1. The subject-matter specialists have to be attached to their respective departments in the Agricultural Colleges and the Agricultural Experiment Stations.

Strongly Agree ___ Agree ___ Undecided ___ Disagree ___ Strongly disagree ___

2. At the governorate level, the Extension Division has to be headed by a supervisor and three assistants (home economics, agricultural, and youth activities assistants).

Strongly Agree ___ Agree ___ Undecided ___ Disagree ___ Strongly disagree ___

3. At the markaz level, the Extension Center has to be served by three advisors, agricultural advisor, home management advisors and youth activity advisors, beside two assistants.

Strongly Agree ___ Agree ___ Undecided ___ Disagree ___ Strongly disagree ___

4. The Markaz Agricultural Extension Council consists of three committees (home economics, agricultural, and youth activity) and an Executive Board.

Strongly Agree ___ Agree ___ Undecided ___ Disagree ___ Strongly disagree ___

- C. Questions about the role of the Extension Workers. In the writer's proposed plan, he suggested a definite role and duty to every one of the Extension Workers. Please read the enclosed proposed plan and then check to what extent you agree or disagree about the role and duty of the Extension worker.

1. The Extension Director. In my opinion I "Strongly agree____
Agree____, Undecided____, Disagree____, Strongly disagree____."
2. The Governorate Supervisor. In my opinion I "Strongly agree____
Agree____, Undecided____, Disagree____, Strongly disagree____."
3. The Subject-Matter Specialists. In my opinion I "Strongly
agree____, Agree____, Undecided____, Disagree____, Strongly
disagree____."
4. The Markaz Extension Advisor. In my opinion I "Strongly
agree____, Agree____, Undecided____, Disagree____, Strongly
disagree____."

D. Questions about the Markaz Agricultural Extension Council
and its Committees.

1. What is your opinion about the form of the Extension Council
and its Committees? Agree____, Disagree____. If disagree,
why? _____

2. What is your opinion about the role of the Markaz Advisory
Committees?

Agree____ Disagree____ If disagree, why? _____

E. Statements about the relationship between the Agricultural Colleges and the Extension Service.

Please check whether you agree or disagree with the following statements. The Agricultural Colleges may help the Extension Service by

	Agree	Disagree
1. Issuing Extension publications.	_____	_____
2. Conducting short-term training courses for extension workers	_____	_____
3. Operating a pilot project	_____	_____

A PROPOSED PLAN FOR FURTHER DEVELOPING THE
EXTENSION SERVICE IN THE U.A.R.

The purposes of this study are as follows:

1. To develop a plan designed to improve and explain the philosophy, objectives, and the scope and responsibilities of the Extension Service in the U.A.R.
2. To develop a plan designed to improve the administrative organization of the Extension Service in the U.A.R.
3. To develop a plan designed to improve the coordination and cooperation between the Agricultural Colleges and the Extension Service in the U.A.R.

Definition of Terms:

1. Objectives - are expressions of the ends toward which our efforts are directed.¹
2. Philosophy - is a body of principles underlying a human activity.²
3. Irshad - is the Agricultural Extension Guidance of the Ministry of Agriculture in the U.A.R.
4. Administration - is the guidance, leadership and control of the efforts of a group of individuals toward some common goal.³

¹Lincoln D. Kelsey and Cannon C. Hearne. Cooperative Extension Work, Ithaca, New York: Comstock Publishing Association, 1963, p. 117.

²Curtis Trent. Outline of the Objectives, Development and Philosophy of the Cooperative Extension Service, Kansas Extension Service, K. S. U., P. 10.

³William H. Newman, Administrative Action - The Techniques of Organization and Management. Prentice Hall, Inc., New York, 1955, p. 1.

5. Organization - is the pattern of ways in which a large number of people, too many to have intimate face-to-face contact with all others and engaged in a complexity of tasks, relate themselves to each other in the conscious, systematic establishment and accomplishment of mutually agreed purposes.⁴
6. Line personnel - refers to those operating officials and workers who have direct positional authority in various subdivisions of the organization. Persons who make final decisions on policy matters relative to personnel, program, funds, physical facilities and relationships are usually considered to be in a line position.⁵
7. Staff personnel - refers to persons who have indirect authority (often authority of know-how) and serve in an advisory capacity to line personnel in policy formulation. The work is typically performed in behalf of the chief executive and is that which he would do himself if he had time and the specialized knowledge.⁶

⁴John M. Pfiffner and Frank P. Sherwood. Administrative Organization, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960, p. 30.

⁵Robert C. Clark and Roland H. Abraham (eds.). Administration in Extension. National Agricultural Extension Center for Advanced Study, Madison, University of Wisconsin.

⁶Ibid., p. 79.

8. Role - refers to a set of expectations applied to an incumbent of a particular position.⁷

Situation:

The fundamental objective of the Extension Service "Irshad" in the U.A.R. is to rise the standard of living of the rural people. In order to achieve such a goal, the Extension Service disseminates the results of agricultural research, new farm practices and techniques among individual farmers.

In the U.A.R. "Irshad" as interpreted in Arabic means guidance. This might reveal the bad notion that the fellah is ignorant and must be guided and the extension program must be planned and ordered from the top. This was the first basic defect of the Extension Guidance of the Ministry of Agriculture in Egypt. The second one was that it was dealing with agriculture and nothing about home management or youth activities.

The Extension Service "Irshad" organization is very simple. At the national level there is the section of Agricultural Extension Guidance "Irshad Zeraie". This is administrated by a director and three assistants; one as supervisor; the second as coordinator; and the third is in charge of training the new personnel. In addition there are a number of specialists in the various agricultural specializations.

⁷ Neal Gross, Ward S. Masson and Alexander W. McEachern. Exploration in Role Analysis: Studies of School Superintendency Role, New York, John Wiley and Son, Inc., 1958, p. 67.

At the Governorate level (State Level) there is the "Extension Guidance Division" under the Department of Agriculture headed by a supervisor, two assistants and one or two clerks.

At the Markaz (County) level there is the Extension Center headed by an extension worker and two assistants.⁸

It was noticed by the writer, that although the five Agricultural Colleges in the U.A.R. were conducting much valuable research, the dissemination of the results of the research to all classes of farmers had lagged. This might be attributed to the fact that the Extension Guidance was separated organizationally from these Agricultural Colleges.

THE PROPOSED PLAN

I. Philosophy and Objectives

The FAO of the United Nations defines the Agricultural Extension as "an informal out-of-school educational service for training and influencing farmers (and their families) to adopt improved practices in crop and livestock production, management, conservation, and marketing. Concern is not only with teaching and securing adoption of a particular improved practice, but with the changing of the outlook of the farmer to the point where he will

⁸ Ahmed E. El Adly. An Analysis of Extension Program Building in the U.S.A. and Some Suggestions for Improving the Extension Service in Egypt. Unpublished M.Sc. thesis, Cornell University, Ithaca, 1963, pp. 14-18.

be receptive to, and on his own initiative continuously seek, means of improving his farm business and home."⁹

The FAO's extension definition emphasizes several important points. First of all, extension is an educational process aimed at helping farmers to help themselves. Its major function is to assist in developing people's understanding and ability to think through their own problems and solve them. It gives farmers confidence in themselves and confidence in public programs for agricultural development.

Secondly, extension is not only concerned with improvement of farm business as had been stated in the Egyptian Extension Act but also with improvement with the farm home.

Lastly, extension should deal with all members of the family.¹⁰

The philosophy of Agricultural Extension Service therefore has to be based upon the individual's importance in the promotion of progress for rural people and the nation. It is a key process for the most effective means of education for freedom. The Extension educators (workers) work with people to help them to achieve superior personal wellbeing. They have to teach people "how" to think not "what" to think.¹¹

⁹C. W. Chang. Increasing Food Production Through Education, Research, and Extension, FAO of the U.N. Basic study No. 9, Rome, 1962, p. 7.

¹⁰Ibid., p. 7.

¹¹Lincoln D. Kelsey and Cannon C. Hearne. Cooperative Extension Work (third edition), Ithaca, New York, Comstock Publishing Association, 1963, p. 133.

II. Scope and Responsibilities

Extension Service in the U.A.R. was conceived to be relevant only to agriculture. As had been stated before, the Extension Service has to deal with all problems facing the farmer and his family. Thus, this proposed plan for developing the Extension Service in the U.A.R. was designed to determine (in this section) the areas of program emphasis which should receive high priority attention by the U.A.R. Extension Service. These are:

1. Efficiency in Agricultural Production

In recent days the efficiency in agriculture has been brought about by improved technology and mechanization essentially through research. It is the responsibility of extension to complete the triangle of instruction-research application. In this aspect it has the following responsibilities.

- *Explain the technological development of research in a simple way to the Egyptian fellah.
- *Present information to the fellah on methods that will reduce the cost of production.
- *Provide information that will aid the fellah in decision making and to instill in him the quality concept in production of agricultural products.

2. Efficiency in marketing, distribution, and utilization

These are paralleling the efficiency in production and both of them will bring about an improvement of the farm income and the

welfare of the producers, the handlers and the general public.

Extension has the responsibility to:

- *Create greater efficiency in processing, handling and distribution through the application of new technology and improved marketing practices
- *Expand the market for farm products through consumer information programs and by helping producers, processors, and handlers develop new products.
- *To develop greater understanding by producers and consumers of the importance of timely buying and selling.

3. Use, development, and conservation of natural resources

The extension service has to have the responsibility of the necessary for and practical value of the wise and non-depleting uses of the natural resources, such as soil, water, fish and wildlife. In this aspect the Extension Service has the responsibility to:

- *Identify the natural resources to the people.
- *Help the people to recognize the problems of resource management.
- *Help the people to know what is being done in resource conservation.

4. Management in the farm and in the home

The family is the decision making unit. Management is a process--a way that the family uses its resources to get what it needs. Management can be taught, learned, observed and improved. Thus management is therefor within the scope of the Extension

Service. The extension workers should help the family to:

- *Appraise their resources.
- *Identify different problems to be overcome
- *Analyze different ways to meet these problems.
- *Weigh alternatives in terms of possible results.
- *Choose and follow the most promising course of action.

5. Family living

The family is the first cell in a society and through strong families build a strong society and a strong nation. Family living emphasizes the skills and attitudes needed in building and maintaining strong families. Extension service is directed to serve all members of the family--youth or adults. Extension Service has the responsibility to help the family in:

- *Financial planning; the use of credits and its sources.
- *Introducing and explaining new equipments and ideas to the family members.
- *Helping the family to know the values of good nutrition, child care, and house cleaning.
- *Solving the basic social ills.

6. Youth development

Since the children and youth of today are the makers of the future, it is the duty of the Extension Service to provide them with all the chances to enable them later to assume successfully the responsibility of leadership. The Extension Service has to help the rural people in establishing rural clubs which are not

directed to sports only but should also be directed to give the rural youth good experiences in ownership, management of property, homemaking, and all other basic skills, competencies, and characteristics which will be useful in the children's future.

7. Leadership development

The progress of the Community is largely predetermined by the quality and quantity of the leadership available within the masses of the community. Thus it is one of the responsibilities of the Extension Service to set programs for developing leadership because many of the problems confronting agriculture can be solved by groups, and the most satisfactory solutions result from able leadership.

8. Community improvement and resource development

In this phase the Extension Service has the responsibility to provide adequate educational assistants to help the people to understand the following:

- *Methods of improving conditions and available service provided by hospitals, schools, mosques, and other governmental or private agencies.
- *Appropriate standards of community service and efficient methods of providing them.
- *Competitive use of land and the relationship to proper community growth.

9. Public Affairs

Public affairs include all of these actions of government, local, national, and/or international, of agriculture, industry, labor or any segment of society which affects the whole public or any part of the public in addition to those for whom the action was originally intended. Extension Service has the responsibility to help the rural people understand issues affecting them, however it should be clear that the function of extension service in this phase is not to tell people what their decision should be on a given issue, rather its function is to equip better the people it serves through educational process, to analyze issues involved on the basis of all available facts.¹²

III. Administrative Organization

The Agricultural Extension Administrative Organization in the proposed plan is organized on national, governorate, and markaz level. At the national level there is the Department of Agricultural Extension in the Ministry of Agriculture headed by a director and three assistants (a supervisor, a coordinator, and a third one in charge of the training of extension personnel). Besides there are a number of subject matter specialists in the various fields of agriculture, home economics, and youth activities.

¹²A Guide to Extension Programs for Kansas, Extension Service, Kansas State University, Manhattan, MF56, April 1960, pp. 10-14 and The Cooperative Extension Service ... Today, Subcommittee on Scope and Responsibility, April 1958, pp. 6-12.

They have to be in direct contact with the Agricultural Experiment Stations and the Agricultural Colleges. They are attached to their respective subject matter departments in the Agricultural Colleges and the Experiment Stations. Moreover there is a division for financial Services.

At the governorate level there is the Extension Division under the Department of Agriculture, headed by a supervisor and three assistants (home economics, agricultural and youth activity assistants) and a clerk.

At the markaz level there is the Extension Center serving two or more villages, served by three markaz advisors, one for each of the extension fields (agriculture, home economics and youth activities), and two assistants (see Figures 2 and 3). Besides the Extension Center there is the Markaz Agricultural Extension Council which consists of three committees; Agricultural Advisory Committee, Home Economics Advisory Committee, and Youth Activities Advisory Committee. A committee is a body of responsible citizens representing the organizations, agencies, and major interests of the local people of the markaz. It is open to every community group on a non-profit, non-partisan, voluntary basis and organized so it is representative of both the farm and village interests of the locality.¹³

¹³Lincoln D. Kelsey and Cannon C. Hearne. Cooperative Extension Work, Ithaca, New York, Comstock Publishing Associates, 1963, p. 166.

FIGURE 2

A Hypothetical Administrative Organization
for Developing the Extension Organization
in the U.A.R.

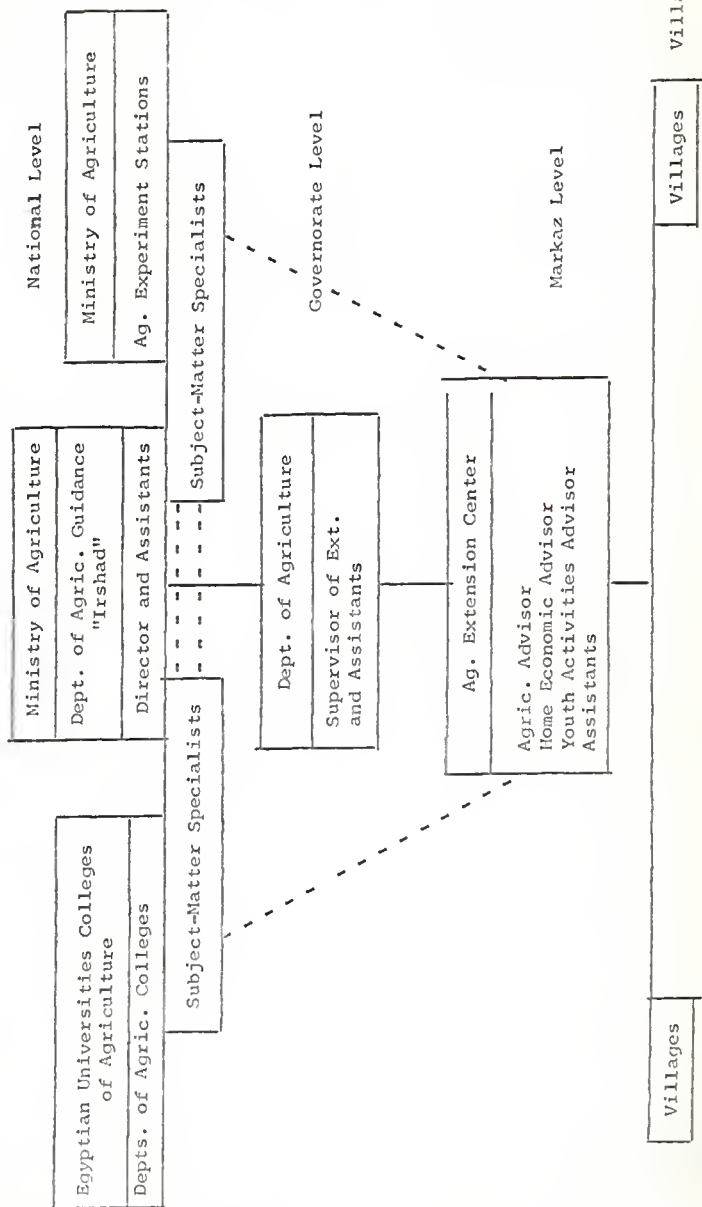
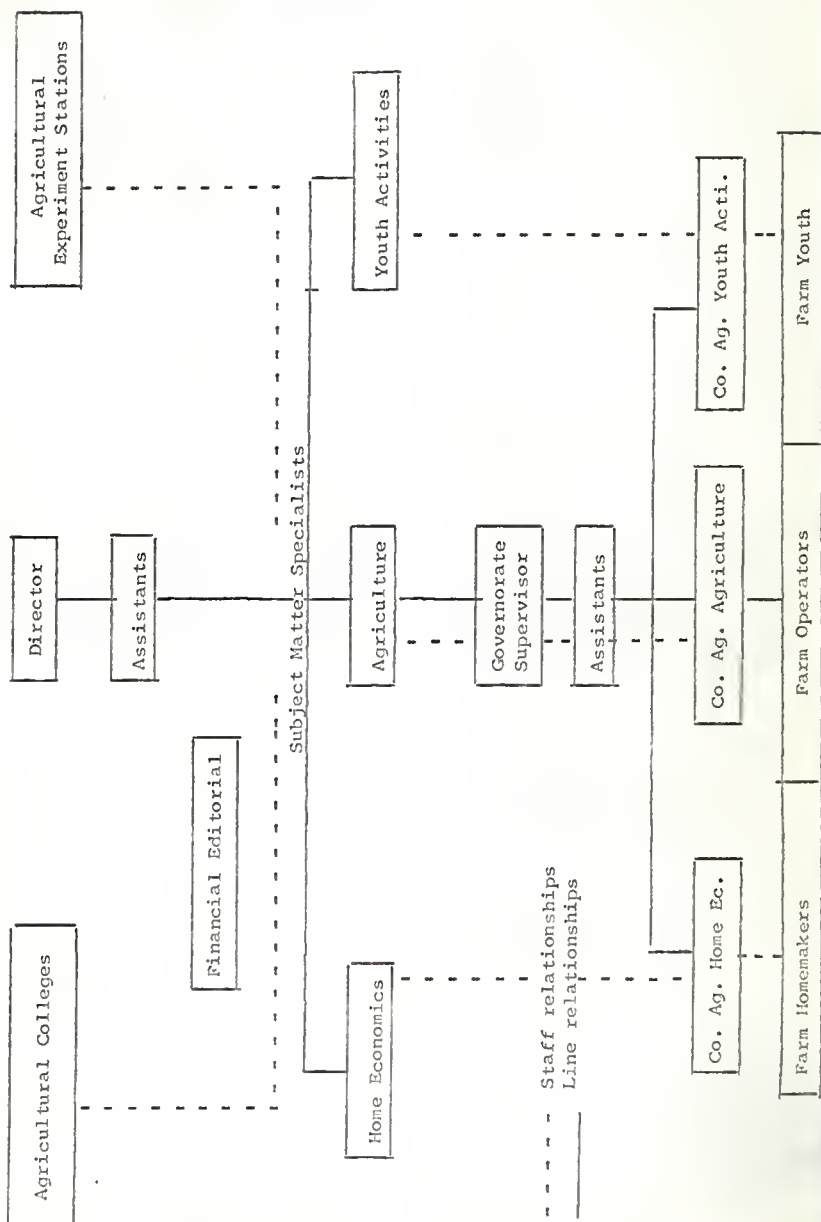


FIGURE 3
A Hypothetical Administrative Organization



The Role of the Extension Workers

The Extension Director is the administrator of the Department of Extension in the Ministry of Agriculture. His responsibility involves all those things that will accomplish the objectives of the Extension Service in the U.A.R. It is obvious that he must delegate some of his duties and responsibilities to his assistants, and to the other extension personnels. The director has the duty to:¹⁴

1. Develop a plan of administrative organization.
2. Select personnel and effective personnel management.
3. Determine Extension policy.
4. Determine Extension program.
5. Supervise or make sure that policies, administrative procedures, and program of education are carried out.
6. Evaluate his organization and its program continuously and objectively.
7. Arrange for funds to finance extension program.
8. Maintain proper relationships between the Extension organization and other organizations and agencies.
9. Report to officials and to the public.

The Governorate Supervisor: As we mentioned earlier, the director has to delegate some of his administrative functions to others of his staff. Increasingly he must depend upon the Governorate Supervisors for handling administrative matters with

¹⁴Lincoln D. Kelsey and Cannon C. Hearn. Cooperative Extension Work, Ithaca, New York, Comstock Publishing Associates, 1963, pp. 67-70.

the markaz such as budget, coordination, balance of programs, and public relations of various kinds. He is in line relationship with the Markaz advisors.¹⁵

The Subject-Matter Specialists: Subject-matter specialists are those people who are in direct contact with researchers and research institutions. In this proposed plan they are attached to their respective subject-matter departments in the Agricultural Colleges and in the Experimental Stations of the Ministry of Agriculture. Five broad roles are performed by subject-matter specialists, namely: planning roles, training roles, direct teaching, field studies to increase the effectiveness of the work in their respective subject-matter lines and preparing of teaching materials.¹⁶

Although the subject-matter specialists are in line relationships with the director, they are in staff relationship with the markaz extension advisors. The following list is the specific duties of the specialists.¹⁷

1. Keeping governorate and markaz extension workers up to date with regard to the findings of science and their application to the solution of farm and home problems.
2. Serving as a bridge between subject-matter research

¹⁵Lincoln D. Kelsey and Cannon C. Hearne. Cooperative Extension Work, Ithaca, New York, Comstock Publishing Associates, 1963, p. 72.

¹⁶Ibid., pp. 63-73.

¹⁷Adopted by Kelsey and Hearne from Summer-session extension classes. Ibid., p. 74.

departments in the Agricultural Colleges and Experimental Stations and field extension workers.

3. Assembling and analyzing facts and clarifying problems.
4. Helping the markaz advisors to develop sound markaz and community programs.
5. Assisting agents in the effective use of teaching methods peculiarly adopted to the subject-matter involved.
6. Backing up the markaz programs with suitable governorate wide publicity, popular bulletins, motion pictures, filmstrips, and other teaching aids.
7. Making studies to determine successful and unsuccessful methods of organizing and conducting extension teaching in the particular subject-matter field.
8. Outlining measuring devices and procedures applicable to the subject-matter problems being attacked.
9. Handling direct teaching of rural people within the markaz.

Markaz Extension Advisors. These are the most important group in the organization. It is also the largest group. The advisors are the ones in daily contact with the farm people, trying to achieve the objectives of extension. They are in a strategic position to study the problems and serve the needs and interests of the farmers and their families. The following are the duties of the markaz extension advisors:¹⁸

¹⁸Adopted by Kelsey and Hearne from Summer-session extension classes. Ibid., pp. 75-77.

1. Study the markaz, its people and its agricultural and rural life to ascertain its problems and possibilities.
2. Develop or aid in maintaining the necessary organization of the rural people to help determine and carry out the markaz extension program.
3. Develop with the people (the Markaz Agricultural Extension Council) a long-time agricultural and rural life educational program based on the major problems and needs of individuals--adults and youth--and families.
4. Develop rural leadership.
5. Assist local organizations with their educational programs when their objectives coincide with the objectives of the markaz extension program.
6. Maintain a public office (Ag. Ext. Center) where rural people may call on all problems relating to Agriculture and rural life.
7. Promote friendly relationships and the coordination of activities of all agricultural and markaz life groups within the markaz.
8. Develop interest and cooperation of various organizations and individuals in the solution of farm, home, and community problems.
9. Assist local leaders by supplying supplementary material, visiting farms and homes, providing helpful literature.
10. Arrange for help of specialists.

11. Help evaluate work done by obtaining and analyzing records and preparing statistical and narrative reports for markaz, governorate, and national use.
12. Assist people in the communities in the organization of the village youth clubs, in the selection of local leaders and in the development of club programs.

The Markaz Agricultural Extension Council

Extension workers haven't to impose anything on the farm people. They have to cooperate with local people in order to conduct and achieve the extension objective. In this proposed plan an Agricultural Extension Council has to be formulated to help the Extension Center in achieving the goals of the community.

Form of the Agricultural Extension Council and Its Committees

In formulating the Markaz Extension Council and its committees the following points must be considered.

1. The members of the Markaz Extension Council must represent various groups, farmers organizations, villages and governmental agencies in the markaz.
2. They should be willing to work, cooperative, enthusiastic, and respected by their neighbors and citizens.
3. Each member should have a designated period of time to serve on the council or on one of its committees.
4. The Markaz Agricultural Extension Council is consisted of three committees--Agricultural advisory committee; Home Economics Advisory Committee; and Youth activities

advisory committee. Every one of these advisory committees will be represented by two members to form the Executive Board, which is responsible for and representing the local people in administering the Markaz Extension Service (see Figure 4).

The Role of the Markaz Advisory Committees

The role of the Markaz Advisory Committee is to:

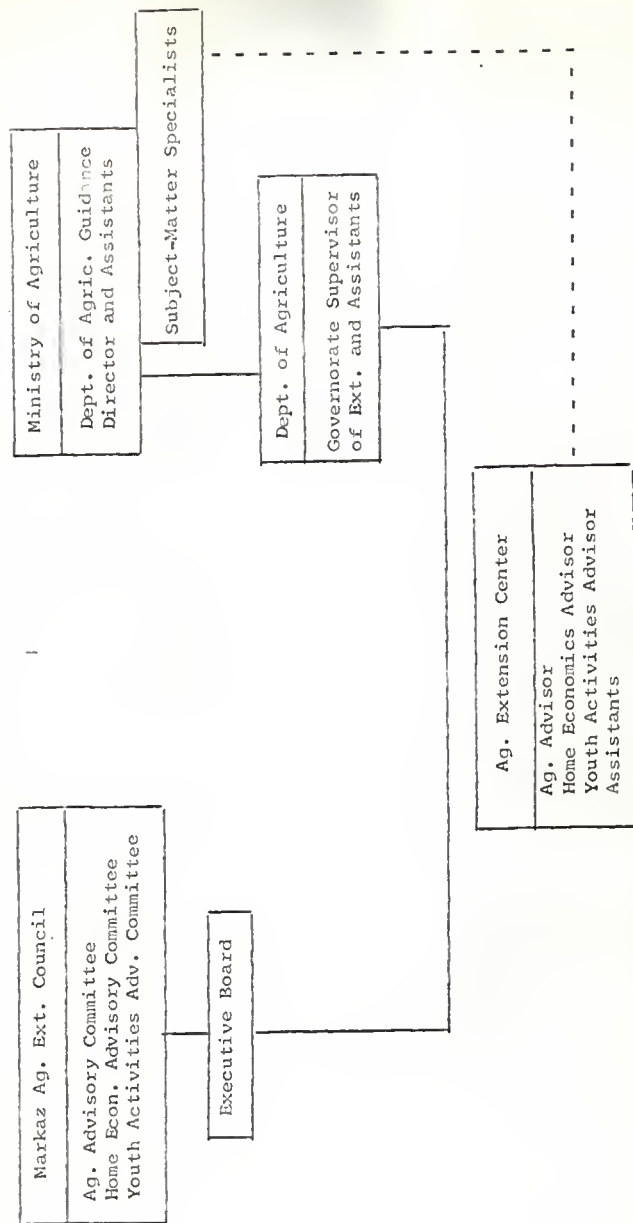
1. Serve as a board of advisors to the Extension Agents on all activities in the Markaz.
2. Help in collecting local data about the local situation, analyzing problems, determining causes, and suggesting solutions.
3. Work (during a stated period for which they are chosen) with the Extension Agents in establishing goals, objectives, assigning priorities, and selecting methods to be used in accomplishing these objectives.
4. Participate in carrying out the Extension programs.
5. Understand their job and that of the Markaz organization as a permanent educational agency in which they are true partners (See Figure 4) with the National Extension Service.

Close Relationship Between Research and Extension

Research and extension should go hand in hand. Extension without research can bring about some improvement in the early

FIGURE 4

The Markaz (County) Extension Service



stages of agricultural development, but it cannot last long. Research without Extension tends to be academic, and it serves no practical and useful purpose.

In the proposed plan, the Ministry of Agriculture with the assistance of the Agricultural Colleges is responsible for both research and Extension. Through annual conferences and other meetings, research and extension people are brought together to discuss problems of common concern. There are also arrangements for subject matter specialists to be stationed at the five Agricultural Colleges and the Agricultural Experiment Stations of the Ministry of Agriculture, so that they can keep in touch with the development of researches, carrying to the research institutions the problems of the Extension Advisors (see Figures 2 and 3). In order to keep the specialists up to date, it is suggested by the writer to give opportunities to them to carry on research at a time of the year when it does not conflict seriously with their extension programs.

In the writer's opinion the Agricultural Colleges have to carry more responsibilities than that of the Experimentations. Besides the above mentioned role, they may do the following:

1. Issue Extension publications (leaflets, bulletins) based on research studies.
2. Conduct short-term training courses for extension workers, in cooperation with the Ministry of Agriculture.

3. Operating a pilot project on Extension in the vicinity of the College for the purpose of demonstration--this may help in changing the College atmosphere from academic to practical.¹⁹

¹⁹ C. W. Chang. Increasing Food Production Through Education, Research and Extension. FAO of the United Nations. Basic Study No. 9, Rome, 1962, p. 65.

A PROPOSED PLAN FOR FURTHER DEVELOPING THE EXTENSION SERVICE
IN THE U.A.R.

by

MOHAMED HAMDY ABDEL-MONEIM
B.Sc. (Ag. Econ.), Cairo University, U.A.R., 1963

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

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This study was based upon an assumption that the basic problems and obstacles which were confronting the Extension Service in the U.A.R. were: (1) the misinterpretation of the extension philosophy and objectives; (2) the scope of the extension service was limited to subjects relating to agriculture; and there was a lag of communication between the research institutions and the Extension Service.

The purposes of this study were:

1. To propose a plan for further developing the extension service in the U.A.R. The specific objectives of this plan were:
 - a. To improve and explain the philosophy, objectives and the scope and responsibilities of the extension service;
 - b. To improve the administrative organization; and
 - c. To improve the coordination between the research institutions and the extension service;
2. To test this plan by sending an opinionnaire to a group of experts;
3. To send the results of the study to the U.A.R. officials.

An opinionnaire was developed and was in two sections. The first section included questions about the respondents professional background and characteristics. The second included questions planned to obtain the respondent's opinion about every part in the proposed plan.

The writer's proposed plan for further developing the extension service in the U.A.R. was consisting of three sections. The first was dealing with the philosophy and objectives. The second was dealing with the scope and responsibilities of the extension service, and the third one was dealing with the administrative organization of the extension service.

The opinionnaire and the suggested plan were mailed to twenty-five experts in the extension field in the U.A.R., U.S.A. and some other countries. The total number of the respondents was twenty-two or 88 percent.

Some of the findings were:

1. Among the nine areas of program emphasis which were suggested by the writer, eight of them were accepted by the respondents. The total group of respondents ranked them as the areas that should receive the highest emphasis. (1) Efficiency in agricultural production; (2) Efficiency in marketing, distribution, and utilization; (3) youth development; (4) Management in the farm and in the home; (5) Use, development, and conservation of natural resources; (6) Leadership development; (7) Family living and the area of community improvement and resource development; and (8) the area of public affairs which was rejected by the majority of the respondents.
2. Most of the respondents "strongly agreed" and "agreed" about the attachment of the subject matter specialists to their respective departments in the research institutions.

3. The formation of the Extension Division, Extension Center and the Markaz Extension Council and its three committees were accepted by the respondents.
4. The respondents agreed about the conducting of short-term training courses, issuing extension publications, and operating a pilot project by the Agricultural Colleges.

Recommendations

The recommendations were based upon the writer's observations and interpretations of the data.

1. The scope and responsibilities should cover all needs felt by the farm family in the U.A.R.
2. The plan of extension should be on the markaz level.
3. The local people must share in the development of the extension program.
4. A definite clean-cut responsibilities should be assigned to each executive. These should be coupled with authority.
5. Research and extension workers should meet to discuss problems of common concern.
6. Factors other than those tested should be identified and investigated. ,
7. Greater number of extension workers should test the suggested plan further more.
8. Alternative plans should be designed and tested.
9. Various agencies working in the rural areas should work cooperatively.